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ABSTRACT

During 1986-87, the Dallas (Texas) Independent School District (DISD) conducted an alternative certification program. This report evaluates the program. The introductory section defines alternative certification (any significant departure from the traditional undergraduate route through teacher education in universities and colleges) and explores the rationale--a decline in the quality of trained, available teachers and a growing teacher shortage, particularly in science, math, bilingual education, and special education. The second section describes the DISD's program, which recruited 110 alternative certification interns during the summer of 1986. Eighty-five of the 110 interns were women, the average age was 31 years, they were ethnically distributed among Black, Hispanic, White, Asian, and American Indian participants. This section also details recruitment and selection procedures, the formal instruction program, and methods for evaluating participants. The third section supplies demographic information about interns, such as gender, age, ethnicity, educational and employment background, and other characteristics. The final section discusses outcomes concerning interns' attitude changes during training, comparisons with regular first-year teachers, performance ratings, predictors of success, reactions to the program, and quality and shortage issues. Findings and conclusions are summarized before the introduction and include the following: when compared to first-year teachers, the interns were disappointed in the time-requirements of teaching; they enjoyed less support from colleagues; and they did better on the Texas Teacher Appraisal System. The program helped fill critical positions but is unlikely to stem the teacher shortage. Included are 22 tables, a nine-page reference list, and 2 appendices. (MLH)

Center for Policy Studies and Research
in Elementary and Secondary Education.

Frank W. Lutz, Center Director

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ALTERNATIVE TEACHER CERTIFICATION: ITS POLICY IMPLICATIONS FOR CLASSROOM AND PERSONNEL PRACTICE

by

Jerry B. Hutton

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Jerry B. Hutton

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TABLE OF CONTENTS

	Page
LIST OF TABLES	iv
ACKNOWLEDGEMENTS	vi
SUMMARY OF DISD ALTERNATIVE CERTIFICATION (AC) EVALUATION	1
INTRODUCTION	9
What is Alternative Certification?	9
What are the Reasons for Considering AC?	11
DISD AC Program	16
Questions Concerning AC	18
THE DISD ALTERNATIVE CERTIFICATION PROGRAM	22
Overview of the DISD AC Program	22
Recruitment and Selection	23
Formal Instruction	24
Field Experience	26
Evaluation	27
THE ALTERNATIVE CERTIFICATION INTERNS	30
Gender, Age, and Ethnicity	30
Geographics, Educational Background, and Basic Skills	30
Employment Background	31
Areas of Assignment	31
Education-Related Experience	32
THE OUTCOMES	34
Attitude Changes During Training	34
Comparison with First-Year Teachers	36
Ratings of AC Intern Performance	48

Predictors of the AC Intern Success. 58

Reactions to AC Program 60

AC: Quality and Shortage Issues 73

REFERENCES 76

APPENDICES 85

Appendix A: Instrumentation 86

Appendix B: Analysis of Daily Records of AC Interns . . 103

LIST OF TABLES

TABLE

1 Employment Status of Intern Recruits 32

2 Alternative Certification Interns' Attitude Changes Regarding Teaching 35

3 Age and Student Socioeconomic Status of Assigned Schools for Alternative Certification Interns and First-Year Teachers. 38

4 Ethnicity, Gender, and School Assignments for Alternative Certification Interns and First-Year Teachers 39

5 Chi Square Analyses of Reasons for Choosing Teaching as a Career. 41

6 Comparisons of AC Interns' and First-Year Teachers' Responses to the Teacher Work-Life Inventory 42

7 Comparisons of AC Interns' and First-Year Teachers' Responses to the Teacher Concern Checklist 43

8 Comparisons of AC Interns' and First-Year Teachers' Responses to the Organizational Climate Description Questionnaire. 44

9 Comparisons of AC Interns' and First-Year Teachers' Responses to "Like" and "Ability" Expectations on the Teacher Expectation Scale. 45

10 AC Interns' Expectations of Time Spent in Various Teaching-Related Activities. 46

11 Anticipated Length of Service and Possible Reasons for Leaving Teaching 47

12 TTAS Global Classifications of Alternative Certification Interns. 49

13 Alternative Certification Interns and Statewide Means for ExCET Exams. 50

14 Most and Least Favorable Ratings of Alternative Certification Interns. 52

15 Intercorrelations of Intern Performance Measures. . . . 55

16 Intern Gender and Performance Measures. 56

17 Intern School Assignment and Performance Measures. . . . 57

18 Intern Ethnicity and Performance Measures. 58

19 Correlation Coefficients of Predictor Variables and Performance Criteria. 60

20 Value of Program Elements as Rated by Alternative Certification Interns. 68

21 Teacher Advisor Program Recommendations. 69

22 Teacher Advisors' Ratings of Prevalence of Favorable Program Conditions. 71

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SUMMARY OF DISD ALTERNATIVE CERTIFICATION EVALUATION

From over 4,000 inquiries and 1,300 completed applications, 110 alternative certification (AC) interns were recruited by the Dallas Independent School District's Department of Human Resources during the summer of 1986. The average age was 31 years, most were women (n = 85), and the ethnicity was distributed as follows: 34 percent Black, 25 percent Hispanic, 38 percent White, 2 percent Asian, 1 percent American Indian. A Dallas address was given by 53 percent of the AC interns at the time of application. All held at least the required bachelor's degree, and 22 percent had at least one graduate degree. A slight majority of the AC interns received their degrees from Texas colleges and universities (54 percent). Their average percentiles on the FAST test (basic skills) (see p. 86) were as follows: Reading, 80th; Mathematics, 88th; and Writing, 75th. About one out of four AC interns reported previous experience in teaching (private school, day care center, substitute teaching, teacher aide, college or university), and about one out of three were unemployed at the time of application.

The AC interns received two months of training prior to being assigned as the teacher of record on October 7, 1986. Formal instruction was given in August, and field experiences were initiated in September. Formal instruction continued for part of September and throughout the school year on an intermittent basis. Likewise, supervised field experiences continued after October 7. Most of the AC interns were assigned to General Education, Kindergarten, or Pre-Kindergarten (36

percent). Others were assigned to Bilingual Education (28 Percent), English as a Second Language (14 percent), Secondary Math (16 percent), and Secondary Science (6 percent).

The formal instruction was provided by Dallas Independent School District (DISD) personnel, consultants, and professors from East Texas State University (ETSU). All interns were required to successfully complete six semester hours of coursework in the teaching of reading. A few of the AC interns also took coursework in areas related to bilingual education and English as a Second Language. The field experiences were supervised and monitored by DISD teacher advisors, supervising teachers selected by their building principals, and other building and program administrators.

The DISD Department of Human Resources selected master teachers to serve as teacher advisors. The teacher advisors, involved in the selection of the AC interns, assisted in the formal training by providing instruction and leading discussion groups. The teacher advisors made frequent visits to the schools and classrooms where the AC interns were assigned, providing a variety of support services.

The supervising teachers, selected by the principals, also served as mentors to the AC interns. The interns observed in the classrooms of the supervising teachers prior to assignment as the teacher of record, and the supervising teachers were responsible for the day-to-day supervision of the AC interns. Substitute teachers served as the teachers of the classrooms prior to the assignment of the AC interns as the teachers of record. The

teacher advisors substituted for the supervising teachers when it was necessary for them to observe in the AC interns' classrooms. Substitute teachers were used to replace the AC interns on a few of the days during the school year when the interns met for additional formal instruction.

An evaluation of the AC program was performed by the ETSU Center for Policy Study and Research in Elementary and Secondary Education and by the DISD Department of Planning, Evaluation, and Testing. The present report contains the results of the ETSU evaluation of the AC program. The major findings are presented below, followed by conclusions.

Findings

Finding #1: Attitudes of AC interns

The AC interns' attitudes changed during training. After more than a semester of teaching, the AC interns expressed greater concern about the task of teaching and less concern about self and one's impact as a teacher upon students. The AC interns also became less positive in their attitudes toward mainstreaming mildly handicapped students.

Finding #2: Comparisons with First Year Teachers

AC interns were compared to a sample of DISD traditionally trained first-year teachers (FYTs) according to age, gender, ethnicity, and types of school assignments. The two groups were comparable according to gender and socioeconomic status of school assignment. The AC interns were older than the FYTs, and proportionately more of them were assigned to secondary schools. The AC interns were more equitably distributed according to

ethnicity while the majority of FYTs were non-Hispanic, non-Black (85 percent).

Finding #3: Choice of Teaching as a Career

Almost all of the AC interns and FYTs indicated that the opportunity to be creative and to help others gain a sense of personal achievement and self-esteem was influential in their choice of teaching as a career. Only about one-fourth of the AC interns reported a lack of success in their first career (see pp. 39-41).

Finding #4: Perception of and Commitment to Teaching

The AC interns perceived teaching as less rewarding and more complex than the sample of FYTs. The FYTs reported a higher frequency of cooperative, social interactions with other teachers and more support from their principals. The AC interns' expectations of how much they would like or enjoy teaching were not realized to the degree reported by the FYTs. The AC interns were similar to the FYTs in expectations concerning the ability to teach. For the majority of AC interns, teaching-related activities required more time than anticipated. Some of these activities were those which they reported liking less than they expected (e.g., preparing lesson plans, grading papers). The majority of FYTs (72 percent) in the volunteer sample reported a long-term commitment to teaching (10 or more years). Only 40 percent of the AC interns indicated they planned to stay as teachers for that period of time, but 26 percent said they would stay in teaching for 5 to 9 years. Almost 1 out of 3 of the AC interns reported they planned to stay in teaching four years or

less, whereas about 1 out of 5 of the FYTs indicated a similar commitment.

Finding #5: Performance of AC Interns

All but one of the AC interns were rated as "Satisfactory" or above on the Texas Teacher Appraisal System (TTAS), and 62 percent were rated as "Exceptional" or "Clearly Outstanding." Ninety-one of the AC interns had taken at least one of the ExCET exams by May, 1987, and 92 percent of them met or exceeded the passing score. Considering the statewide averages, the AC interns had a higher average score on each of the seven ExCET exams which had been taken. The teacher advisors reported a global performance rating (see pp. 52, 96) indicating that almost 92 percent of the AC interns performed as a teacher as well as or better than the "average" FYT. In late May, a DISD personnel committee recommended 59 of the AC interns for certification, 15 for an additional year of internship, and 1 for termination (see p. 99). Decisions regarding 24 of the interns were delayed pending their satisfactory completion of additional requirements (passing the ExCET, completing additional coursework, providing copies of transcripts).

Finding #6: Relationships Between Performance Measures

There were significant relationships between the various performance measures involving the observation and rating of teaching behavior, but these measures were not related to the composite scores on the ExCET exam. Most of the ratings of teacher behavior did not differentiate according to gender, ethnicity, and school assignment. Comparisons of ExCET composite

scores revealed that men scored higher than women, and Blacks scored lower then Hispanics and Others (see pp. 55-58).

Finding #7: Predictions of Success

Demographic, attitudinal, and personality variables did not predict scores on performance measures or improve the classification of AC interns according to success. This finding may provide support for the observation that the AC interns were a very select group.

Finding #8: Reactions to the AC Program

The Texas Education Agency Visiting Team commended the DISD AC program for recruitment procedures, the quality of interns, and the performance of the teacher advisors. The Visiting Team criticized the AC program for a lack of orientation for principals and supervising teachers, the placement of AC interns in difficult teaching situations, the assignment of AC interns as teachers of record several weeks after school started, a lack of training in special education, and the assignment of some interns to bilingual classes without bilingual teacher advisors available to them. The Visiting Team recommended a two-year reapproval for the DISD AC program.

Sixty-three percent of the 52 DISD principals responding to a DISD questionnaire indicated they would be willing to participate in an AC program again. Fifty-four percent indicated they believe that alternative certification "is a way to get good teachers."

The AC interns wrote statements in their daily records indicating they thought the formal instruction in August, 1986,

was outstanding and that the teacher advisors and supervising teachers were very helpful throughout the school year. The ratings of program elements by AC interns indicated they considered all parts of the AC program to be at least of some value, but the most valuable aspects were field experiences and information about classroom management, discipline, and instructional organization.

Finding #9: Teacher Advisor Reactions to the AC Program

The teacher advisors expressed a high degree of consensus regarding program recommendations. Many of their recommendations reflected the concerns of the Texas Education Agency Visiting Team. The teacher advisors also identified the degree of prevalence of favorable conditions for AC interns. Among the most prevalent favorable conditions were the enthusiasm and support of the principals, the perceptions of the AC intern by other school personnel as a colleague, and the support and assistance given by the supervising teachers. Listed as unfavorable conditions were interns not having a "strong" substitute teacher prior to assignment as teacher of record, interns having to change to another teacher advisor, and interns being assigned to classes of students who had not been adequately controlled by substitute teachers.

Conclusions

1. The DISD AC program produced some qualified teachers to fill positions in areas of critical need.

2. The DISD AC program is not likely to have a significant

impact upon the general teacher shortage.

3. The outstanding quality of the AC interns was the result of stringent selection standards.

4. One of the most important features of the AC program was the quality and commitment of the teacher advisors.

5. The participation of principals and supervising teachers contributed greatly to the success of the AC program.

6. Future efforts to plan AC programs should explore ways to assign interns as teachers of record at the beginning of school as well as provide more opportunities for formal training and field experiences prior to that assignment.

7. Teacher educators and practitioners need to consider AC programs as laboratories for studying the metamorphosis of teaching.

8. The AC program underscores the importance of mentorship in teacher education.

INTRODUCTION

The Dallas Independent School District (DISD) conducted an alternative certification program during the 1986-1987 school year. East Texas State University (ETSU) participated with the DISD in planning, performing some of the formal training, and in evaluating the program. The present report is an evaluation of alternative certification in Dallas. In this section, alternative certification is defined, and reasons for the existence of alternative routes to certification are explored. The DISD alternative certification program is described, and the questions to be addressed in the report are presented.

What is Alternative Certification?

Teacher certification is a process which insures that those who enter teaching meet the minimum standards of competence (Koff, Florio, & Cronin, 1976). Colleges of education have had the major responsibility in teacher education. Alternative certification is an exception in that the major responsibility for at least a part of the process may well be the prerogative of the local school district. At least 18 states have passed legislation enabling state departments of education to oversee the development of alternative certification programs (Adelman, Bogart, & Michie, 1987).

According to the American Association of Colleges for Teacher Education (AACTE), alternative certification is "any significant departure from the traditional undergraduate route through teacher education programs in universities and colleges"

(American Association of Colleges for Teacher Education, 1986, p. 12). Although the programs vary from state to state, alternative certification (AC) programs resemble traditional teacher education preparation in content, rigor, and expected outcomes, but they focus on a different source of trainees, emphasize somewhat different procedures, and compress the training into much less time (Smith, Nystrand, Ruch, Gideonse, & Carlson, 1985).

AC programs should not be confused with two other options used by many school districts to fill teaching vacancies: "emergency" certification and "out-of-field" assignments. Emergency teacher certification is given to less-than-fully qualified individuals on a temporary basis in order to fill positions for which regularly certified teachers cannot be found (Williamson, Backman, Guy, Kay, & Turley, 1984). Out-of-field assignments are made when appropriately certified teachers cannot be appointed to teach in certain subject areas, such as math or science. The out-of-field assignments are filled by fully certified teachers who are not certified to teach in the area of assignment. Emergency certification and out-of-field assignments have been called into question because evidence suggests that these types of teachers do not perform as effectively as fully certified teachers assigned to areas for which they are prepared (Barnard & Thornburg, 1980; Evertson, Hawley, & Zlotnik, 1985; Fisher & Feldmann, 1985; Greenberg, 1983; Haberman, 1984; Hawk, Coble, & Swanson, 1985; Olsen, 1985). It is not appropriate to generalize these findings to teachers trained in AC programs, and

it is too early to draw conclusions regarding the teaching effectiveness of teachers trained through alternative routes.

What are the Reasons for Considering Alternative Certification?

Alternative certification (AC) is not new. School districts trained their own teachers in the nineteenth century, and large urban school districts developed "normal schools," many of which eventually became teacher colleges (Haberman, 1986). The school districts used their own systems of testing and certification. Teacher education became primarily the responsibility of the teacher colleges in the early twentieth century, and school districts directed their efforts to teaching children and youth.

Early in the twentieth century, many public school programs had difficulty finding teachers for a few specialized areas, and teacher colleges were not producing teachers with the technical knowledge necessary to teach in some vocational education programs. Thus, vocational education began accepting alternative routes to certification as early as 1917 (Roth, 1986a). However, the studies comparing traditionally trained vocational education teachers with those trained through alternative programs have not always distinguished between the types of programs involved, combining teachers on emergency certification with other types of training. It is not surprising that the results of comparisons of traditional and alternative routes of training in vocational education are mixed (Erekson & Barr, 1985).

Sounding a preparatory note to more recent calls for alternative routes to teacher training, the "Sputnik effect" resulted in increased governmental efforts to increase the

numbers of math and science teachers. Later, Koerner (1963) recommended that local school boards be given "complete freedom in staffing their schools" and that teacher certification be based upon the "principle of demonstrated mastery" (p. 252). Although not always labeled as such, AC has currently become a common element in numerous reports on recommendations for educational reform (Boyer, 1983; Darling-Hammond, 1984; Kerr, 1983; National Commission on Excellence in Education, 1983; National Science Board Commission on Precollege Education in Mathematics, Science and Technology, 1983; Task Force on Education for Economic Growth, 1983).

Why are there so many calls for AC at the present time? First, as implied in the educational reform reports, many believe that traditional teacher education has failed to produce highly competent teachers, particularly in areas such as science and math. Darling-Hammond (1984) reported that in 1981, "fewer than half of the newly hired math and science teachers (across the U.S.) were certified or eligible for certification in the subjects they were assigned to teach" (p. 4). Plisko and Stern (1985) noted that in 1983, 26,300 (12 percent) of the newly hired teachers were assigned to placements without proper certification. Adding to the problem is that new teachers are more likely to be placed in assignments for which they are not certified than are veteran teachers (Roth, 1986a). Not only are some of the newly hired teachers lacking proper credentials for their assignments, but entrants into teacher education programs are noted to be less academically able than their predecessors.

Feistritzer (1983), after reviewing the Scholastic Aptitude Test (SAT) and national averages of college students with a variety of majors including education, concluded, "Teaching, clearly, is not attracting America's best minds" (p. 112).

Related to a perceived lack of quality in today's teachers is the teacher shortage, a problem which is predicted to increase within the next few years. Current and predicted shortages help create an environment which encourages further development of AC programs. The Southern Regional Education Board (1986) reported that nationally, 200,000 new teachers are needed to fill teaching vacancies every year. This figure is based on an estimated 10 percent turnover rate. Of course, some of the vacancies are apparently due to increases in the numbers of school-age students, but other vacancies are caused because teachers are leaving the field. Schlechty and Vance (1983) reported that 15 percent of the beginning teachers leave teaching after the first year, another 15 percent after the second year, and still another 10 percent after the third year. This is compared to an estimated overall turnover rate of 6 percent for all teachers. Unfortunately, as Huling-Austin (1986) has noted, the more academically talented beginning teachers appear to leave in the greatest numbers.

In 1982-83, the Texas Education Agency (TEA) reported that the turnover rate among Texas public school teachers reached 11.5 percent (Texas Education Agency, 1984). The number of teacher vacancies in Texas in 1981-82 resulted in approximately 20 percent of its credentials being issued on an emergency basis,

the highest percentage of any state in the union (Roth & Mastain, 1984). Haberman (1986) reported that approximately 12,000 public school teaching positions in Texas were filled with personnel holding emergency permits and out-of-field assignments in 1985. According to the report, Texas colleges and universities produced 8,500 certified teachers that same year, but 34 percent of the graduates did not enter the field. Clearly, Texas has had a teacher shortage in the past few years. A Texas Education Agency report (1984) projected that by the beginning of the 1990 school year, there will be 28,000 to 32,500 teaching vacancies. Large urban school districts will probably be among the areas hardest hit by the vacancies. A study by the DISD (Holloway, 1986) indicated that there was an 18.6 percent turnover rate for the 1985-86 school year. A principal stated that there were 10 substitute teachers, none with teaching certificates, filling teaching positions at one high school when the school-year began. Gomez (1986) reported that 56 percent of the teacher resignations in the DISD during the 1985-86 school year came from first- or second-year teachers.

As stated above, the two serious conditions contributing to the readiness for AC are a general decline in the quality of traditionally trained teachers and a growing teacher shortage, particularly in some areas such as science, math, bilingual education, and special education. The teacher shortage has typically been "solved" by school systems by issuing emergency certificates or using out-of-field assignments. In other words, the practice has sometimes been to make sure every class has

someone (appropriately certified or not) behind the teacher's desk. It is unknown how many teaching positions are occupied by substitute teachers. The prevalence of assigning less-than-fully-certified teachers to classrooms is highlighted by Feistritzer (1984), who reported that 48 of 50 states permit the issuance of substandard, limited, or emergency certificates. Further, only 6 of the states issuing emergency certificates require a bachelor's degree, and of the 7 states issuing the most emergency certificates, none require that the recipients hold a bachelor's degree (Roth & Mastain, 1984).

Haberman (1986) depicted the current educational paradox most succinctly by describing two different worlds. One world is the world of the university in which increasing standards for entrance into and exit from teacher education programs are producing qualified teachers but restricting the number available for hire. The other world is the world of the school where in most states almost anyone with some college experience can get a job as a teacher. Haberman concluded, "What good does it do to improve the quality of teacher education programs offered in universities if more than double their number are untrained people hired directly by school districts?" (p. 14). Further, Haberman noted that 39 major national reports were written between 1980 and 1984 on "excellence" in schools, but none of the reports acknowledged the growing separation between the two worlds of education.

Often included with other means of filling teaching vacancies, AC may indeed provide a viable way to increase the

flow of teachers into our public schools. Unlike the very prevalent practice of issuing emergency certificates or assigning teachers out-of-field, perhaps alternative certification will prove to be at least a partial answer to the concerns expressed in A Nation at Risk (National Commission on Excellence in Education, 1983). However, some teacher educators have stated very strongly that AC places the nation at further "risk" by diluting the quality of teachers. For example, Banks and Necco (1987) wrote, "States opting for massive programs in AC could be obtaining a short-term solution, while creating a long-term problem in education" (p. 72). Roth (1986b) reported, "These non-traditional routes to enter into the teaching profession pose a serious threat to teaching as a profession" (p. 4). Watts (1986) referred to AC trainees as "weak, poorly prepared counterfeits" who provide "another obstacle to efforts to advance the teaching profession and to achieve excellence in our educational system" (p. 29). Some have stated their concerns less dramatically but have expressed the importance of teacher education institutions becoming involved with school districts in implementing and evaluating AC programs (Culver, Eicher, & Sacks, 1986; Erekson & Barr, 1985). Haberman (1986) not only concurred that teacher educators should become more involved in the programs, but recommended that urban college education faculty be placed in their local school districts.

DISD Alternative Certification Program

The DISD conducted an AC program for the 1986-87 school year

in order to obtain teachers in certain areas of teacher shortage, such as Bilingual Education, English as a Second Language, General Elementary, Pre-Kindergarten and Kindergarten, and Secondary Science and Mathematics. Following an extensive recruitment effort, 110 AC interns were selected. Beginning in early August, 1986, the AC intern training consisted of about two months of formal instruction and field experiences prior to their assignment as teachers of record in October. The formal instruction was delivered by DISD personnel, ETSU professors, and other consultants. All of the interns were required to enroll in six semester hours of coursework in the teaching of reading. The DISD teacher advisors played a major role in training throughout the school year. Chosen because of their demonstrated teaching and leadership skills, the 20 teacher advisors served as resources to DISD beginning teachers. They aided the AC program by helping with the interns in a variety of instructional activities, and later, giving various types of support to the interns in the schools.

When the AC interns were assigned to schools for their field experiences in September, the principals designated a supervising teacher to serve as a mentor to the interns. The interns observed in the classrooms of their supervising teachers as well as in classrooms to which they were expected to be assigned as teachers of record. The supervising teachers helped the interns adjust to the schools and continued their assistance throughout the school year. The principals evaluated the interns on a monthly basis. During the school year there were special staff

development meetings for the AC interns, and two half-days of orientation were provided the supervising teachers. More information concerning the DISD AC program will be provided in the next section of this monograph (pp. 22-29).

Questions Concerning Alternative Certification

The evaluation questions for the DISD AC program were formulated by reviewing the literature and by exploring with DISD their concerns and limitations. The literature concerning AC is scanty, and most of the suggestions for evaluation have been given without an established data base. Galluzzo and Ritter (1986) suggest, however, that the approach to evaluation should focus on the extent to which AC meets the issues it seeks to address. If the issues are primarily teacher quality and teacher shortages in critical areas, then questions should relate to these two concerns: Do AC programs produce competent teachers, and do AC programs alleviate teacher shortages? Other questions should concern the characteristics of the programs and the participants. Evaluation may assist teacher trainers and policy makers by identifying variables associated with program success.

The DISD AC program data and other measures or sources of data were used to answer the following questions:

1. What are the characteristics of the DISD AC program (American Association of Colleges for Teacher Education, 1986; Office of Educational Research and Improvement, 1986)? The program description relies upon written documents, interviews, and observation. The written documents primary to the program description are the DISD Alternative Certification Program

Proposal (Dallas Independent School District, 1986), Report on Implementation of Alternative Certification Plans (Texas Education Agency, 1986a), and Progress on Implementation of Alternative Certification Programs (Texas Education Agency, 1986b).

2. What are the characteristics of the AC intern recruits (American Association of Colleges for Teacher Education, 1986)? The AC intern personnel records were reviewed to collect demographic information such as gender, age, ethnicity, previous work experience, address at the time of application, educational history, grade point average (GPA), scores on basic skills tests (FAST), and interview ratings.

3. Did the AC interns' attitudes about teaching change during training (Oliver & McKibbin, 1985)? The attitude measures were the Teacher Work-Life Inventory (TWLI), Teacher Concerns Checklist (TCC), and Survey of Mainstreaming Opinions (SMO).

4. How do the AC interns compare to traditionally certified first-year teachers (Oliver & McKibbin, 1985)? Information concerning the first-year teachers' demographic characteristics was obtained from a sample of first-year teachers in the DISD personnel data base. The socioeconomic status (SES) of the students in each school was determined by using a deprivation index developed by DISD. An informal questionnaire assessed the reasons for choosing teaching as a career. Instruments used to measure the perception of teaching were the TWLI, TCC, Organizational Climate Description Questionnaire (OCDQ), and Teacher Expectation Scale (TES).

5. How do the AC interns perform as teachers (Galluzzo & Ritter, 1986; Oliver, 1987)? The performance measures included the Texas Teacher Appraisal System (TTAS), an examination of subject area (ExCET), Teacher Advisor Comparison Rating Form (TACRF), Principals' Survey (PS), Supervising Teachers' Survey (STS), Teacher Advisors' Survey (TAS), and DISD personnel committee recommendations.

6. What are the predictors of AC intern success (Huling-Austin, 1986)? The predictor variables were demographic characteristics, attitude scores, and personality scores. The success criteria were scores on the TTAS, TACRF, PS, STS, TAS, and the DISD personnel committee recommendations. The demographics included gender, age, FAST Reading, FAST Mathematics, FAST Writing, and interview ratings. The attitude measures consisted of the SMO and TCC. The instruments used to measure personality were the James Internal-External Locus of Control Scale (LOC), the Empathy Construct Rating Form (ECRF), the Different Situations Adaptation Scale (DSAS), and the Self-Perception Inventory (SPI).

7. What are the reactions to the AC program (Oliver & McKibbin, 1985)? The reactions to the AC program were assessed by reviewing two documents, analyzing daily records kept by AC interns, and administering three informal questionnaires. One document, The Report of the Visiting Team to the Dallas Independent School District (Texas Education Agency, 1987), reported the Visiting Team's reaction to the AC program, and the other summarized the reaction of DISD principals (Mitchell,

1987). The daily records and one of the questionnaires revealed the AC interns reactions. The two other questionnaires assessed the reactions of the teacher advisors.

8. Did the AC program provide the DISD with qualified teachers (American Association of Colleges for Teacher Education, 1986; Banks & Necco, 1987; Erekson & Barr, 1985; Huling-Austin, 1986; and Office of Educational Research and Improvement, 1986)? Intern performance information is used to respond to the issue of whether AC is an answer to the presumed lack of teacher quality or a solution to the teacher shortage.

Detailed information regarding the various measures and procedures may by found in Appendix A. The next section (The DISD Alternative Certification Program) describes the AC intern selection, formal training, field experiences, and evaluation. The third section, The Alternative Certification Interns, is a description of the characteristics of the AC intern recruits. The remaining questions are addressed in the final section (The Outcomes).

THE DISD ALTERNATIVE CERTIFICATION PROGRAM

The DISD Alternative Certification (AC) program is a first for Dallas and the Dallas-Fort Worth metroplex area. It is not the first program in Texas, however, since the Houston Independent School District (HISD) implemented a program during the 1985-86 school year (Houston Independent School District, 1986). The HISD reapplied and was approved to conduct an AC program during the 1986-87 school year, joining the DISD and six other AC programs in Texas. Two sets of reports (Texas Education Agency, 1986a; Texas Education Agency, 1986b) indicated that the eight AC programs had selected 317 AC interns by September 1986, and 305 AC interns remained in the programs at least through September. Dallas reported the largest program with 110 interns selected. Houston's program was much smaller than the first year (250-350 interns), selecting only 54 interns. The smallest program recruited 3 interns (Pan American University, Edinburg). Other programs were in the following areas: Brownsville, El Paso, Stephenville, and San Antonio.

Overview of the DISD AC Program

The DISD applied for approval to conduct an alternative certification (AC) program in order to relieve the anticipated teacher shortage in the critical areas of Bilingual Education; English as a Second Language (ESL); General Elementary, including Kindergarten and Pre-Kindergarten; and Secondary Mathematics and

Science (Dallas Independent School District, 1986). Following an extensive search and recruitment period, 110 AC interns were selected for training. The training was initiated on August 7, 1986. Interns were assigned to schools and supervising teachers in early September, and most interns were made the teachers of record by October 7, 1986. Fourteen of the workdays in September and one in October were split between formal training sessions and field experiences in the assigned schools. Formal training sessions and field experiences in the assigned schools continued during the school year concurrent with the assignment as teacher of record on the following dates: November 10, December 8, January 26, February 23, and March 23. Most of the AC interns took the ExCET in February. Ninety-nine AC interns completed the training, and a review of records by the DISD personnel committee resulted in a series of recommendations for the interns regarding their teaching status.

Recruitment and Selection

Newspaper, television, and radio announcements during June and July resulted in over 4,000 inquiries regarding the AC program. Completed applications numbered over 1,300, and 691 of the applicants took the exam covering basic skills (FAST test). The applicants who took the FAST test had already been screened on the basis of meeting the following criteria: four-year degree from an accredited university, 2.8 grade point average in subject area (4.0 point scale), successful completion of a 150-word essay on a designated topic (Bilingual applicants wrote in Spanish),

accurate completion of the application, and a signed agreement to take six semester hours in reading. The 557 who passed the FAST test were scheduled for a structured interview. During the interview, the applicants were asked to write an impromptu essay. Bilingual candidates wrote the essay in Spanish. Prior to the offer of employment, references and work records were verified, and a search of Department of Public Safety records was accomplished. Finally, the list of applicants was reduced to the 110 AC interns who started the training in August.

Formal Instruction

The formal instruction was conducted by the AC program administrators, teacher advisors, other DISD personnel, consultants, and professors from East Texas State University. The sessions in August included the following topics: the six DISD steps of successful teaching, introduction to reading instruction, ESL strategies, reading comprehension and guided readings, increasing the reading comprehension of subject area texts, instructional strategies, evaluation of student progress, building vocabulary through comprehension instruction, and Ethna Reid strategies. A week was spent with other beginning teachers in the New Teacher Orientation (NTO) sessions. Some of the topics previously introduced were repeated (Six steps to successful teaching, evaluation of student progress, and instructional strategies). Several other topics were covered in the NTO sessions: Curriculum overview, communicating effectively in the multicultural classroom (sensitivity to students), lesson planning, discipline management, classroom organization,

reinforcing learning through instructionally focused bulletin boards, and instructional organization and lesson planning for the first two weeks of school. During the training before and during the NTO sessions, AC interns met in small groups according to anticipated area and level of assignment (e.g., Secondary Math, Kindergarten, Bilingual, etc.).

The 20 teacher advisors who played a key role in the selection process by reviewing applications, checking records, and interviewing applicants, also assisted with the formal training and field experiences. They often chaired the small groups and directed discussion according to the instructional needs of the AC interns. They planned and presented some of the large group sessions. It is important to note that in addition, the teacher advisors were also assigned to assist beginning teachers. Once the school year started, they served in a helper role to both interns and beginning teachers, observing in classrooms, modeling teaching techniques, giving information, and providing orientation regarding program, school, district, and state requirements. During the 1986-87 school year, these teacher advisors were assigned geographically to a total of 167 schools, and the number of interns assigned to each teacher advisor varied according to the area of the DISD where interns were placed. As of March 25, 1987, the 20 teacher advisors had conducted 1,709 conferences with interns and had substituted for the supervising teachers 225 times. From the beginning to end of the first year of the AC program, the teacher advisors had direct and intensive involvement with the interns.

Field Experience

The AC interns began classroom observations on September 2, 1986. They observed in the classrooms where they anticipated being assigned and in the classrooms of their supervising teachers. The school principals appointed master teachers to be supervising teachers. The supervising teachers were instructed to assist by providing the interns with the opportunity to see good teaching in action, by involving the interns in the planning and teaching process, and by giving timely information and advice. They also guided the interns in the many important activities related to the teaching role: grading papers, maintaining records, checking and reviewing homework, handling duty periods, and conferring with, counseling, and tutoring students. Two follow-up half-days of orientation for the supervising teachers were held in October and March.

As stated earlier, many of the workdays were split between field experiences and formal training prior to the time the AC interns were assigned as the teachers of record in October. Preparatory to being assigned to their own classrooms, the AC interns planned and taught lessons under the direct supervision of the supervising teachers. The interns' responsibilities during their field experiences included the following: maintaining precise records of all activities, following suggestions of the supervising teachers, helping in the supervising teachers' classrooms, observing the supervising teacher, teaching lessons under supervision, and conferring with

the supervising teacher and teacher advisor. After being assigned to their own classrooms, they were observed by their supervising teachers and teacher advisors. Also, the principals or other designated administrators observed the intern on a monthly basis and conferred with the interns, supervising teachers, and teacher advisors. In actuality, the field experiences continued throughout the school year.

Training in teaching methods and classroom management included experiences during the formal training and field placement. Presentations were given on the two major topics in August and September, and the AC interns developed two "action plans" or applied papers, one on discipline and the other on effective teaching practices. Other assistance in these two areas was given by supervising teachers and teacher advisors on an informal basis.

Evaluation

The participants were evaluated informally and formally throughout their program. The planned monthly evaluations were conducted in most instances as reported by the principals. The informal observations by supervising teachers and teacher advisors were formalized toward the end of the school year when performance ratings were made. The daily records of the interns' reactions to training during the first three to four months were reviewed. In addition, the interns were evaluated on the TTAS, ExCET, and the Teacher Advisor Comparison Rating Form (TACRF).

Various measures were administered to the AC interns prior to their assignment to schools in September and again in

February. Two separate mailouts were made to a sample of DISD first-year teachers, one in January and one in March. The DISD Department of Planning, Evaluation, and Testing distributed a survey to principals in February and one to a sample of first-year teachers in May. The May distribution of questionnaires by DISD included three of the instruments employed by the ETSU study. Further, the DISD planned to compare the achievement of students in AC intern and first-year teacher classrooms. However, the achievement data were not available for summary in the present report.

The evaluation of the AC program was accomplished by both the DISD Department of Planning, Evaluation, and Testing and the East Texas State University Center for Policy Studies and Research in Elementary and Secondary Education. The evaluation planning was conducted mostly in early August, but periodic meetings throughout the school year were necessary to make allowances for unexpected occurrences and to reduce the duplication of efforts. Although the data were jointly available, the evaluation report of each institution may vary due to different choices concerning the questions to be asked, the methods to be used, and the interpretations of the data. Time limits probably constituted the greatest constraint upon both evaluations.

A monitoring team appointed by the TEA visited the DISD AC program in March, 1987, and the resulting report outlined program strengths and weaknesses (Texas Education Agency, 1987). The team made on-site visits and interviewed 95 interns, 88

supervising teachers, 17 teacher advisors, and 66 school administrators. An interim report by Mitchell (1987) reported the results of a survey of 52 DISD school administrators. Thirty-four of the 52 principals reported having at least one intern and one beginning teacher assigned to their building. Information included in the Texas Education Agency (1987) and Mitchell (1987) reports is summarized in the final section, The Outcomes.

THE ALTERNATIVE CERTIFICATION INTERNS

This section addresses the second question of the AC program regarding the characteristics of the AC intern recruits. Information is presented regarding the gender, age, and ethnicity of the AC interns. Also, their geographic status at the time of application, educational and employment background, area of assignment, and education-related experience are described.

Gender, Age, and Ethnicity

The 110 interns selected by DISD were 85 women and 25 men, ranging in age from 21 years, 10 months to 58 years, 10 months. The average age was 31 years, 4 months (Standard Deviation = 7 years, 1 month). Forty-two of the intern recruits were white (38 percent), 37 black (34 percent), 28 Hispanic (25 percent), 2 Asian (2 percent), and 1 American Indian (1 percent).

Geographics, Educational Background, and Basic Skills

The majority of the interns (53 percent) listed a Dallas address at the time of application, and the remainder listed a Dallas-Fort Worth area address except for two from San Antonio and one each from Terrell, Waco, Tyler, and Palestine. The educational background of the interns is varied with the most frequently reported college major on the first degree being Spanish (14 percent). Other majors include English, Communications, Psychology, Mathematics, Business Administration, Biology, Accounting, Education, and Management. Twenty-two of the interns have at least one graduate degree, and six of those

have a second graduate degree. Overall, the 110 interns hold degrees from 81 universities. Fifty-nine (54 percent) of the interns hold their first degrees from Texas colleges and universities. Based on a 4.0 scale, the average total grade point average (GPA) for the AC interns' first degree was 3.135 (SD = .428); second degree, 3.568 (SD = .329); and third degree 3.583 (SD = .428).

The AC interns met or exceeded the cutoff score on a basic skills exam. The average percentile scores on the FAST test were: Reading, 80; Mathematics, 88; and Writing, 75.

Employment Background

As shown in Table 1, 30.9 percent of the interns were unemployed at the time the application was completed. The majority of interns who were employed listed jobs in one of three categories: Business and Office (23.6 percent), Public Services (20 percent), and Marketing and Distributing (11.8 percent). Sixteen of the interns reported recent experience involving instructing students at the preschool, elementary, secondary, or postsecondary level.

Areas of Assignment

The interns were recruited to fill teaching positions in areas of projected teacher shortages in the DISD. Thirty-one were assigned to Bilingual Education (28.2 percent), 16 English as a Second Language (14.5 percent), 39 Kindergarten or Pre-Kindergarten (35.5 percent), 17 Secondary Mathematics (15.5 percent), and 7 Secondary Science (6.4 percent).

Table 1
Employment Status of Intern Recruits (n = 110)

Job Category	Time of Application		Prior Status	
	n	%	n	%
Unemployed	34	30.9	73	66.4*
Business and Office	26	23.6	12	10.9
Public Services	22	20.0	12	10.9
Marketing and Distributing	13	11.8	5	4.5
Health	5	4.5	3	2.7
Communication and Media	3	2.7	1	.9
Fine Arts	2	1.8	0	0
Hospitality and Recreation	2	1.8	0	0
Transportation	2	1.8	1	.9
Manufacturing	0	0	2	1.8
Personal Services	1	.9		0
Environment	0	0	1	.9

*Note. Several applicants did not report previous employment.

Education-Related Experience

Approximately one of four interns reported they had education-related experience as a substitute teacher, teacher aide, or teacher in a private school or college (24 percent). Another 32 percent had worked with children in Sunday School, coaching, or in scouting. More than a third (37 percent)

reported no experience with children or youth. The remaining 7 percent gave responses which were impossible to classify as education-related experience.

THE OUTCOMES

The majority of the AC program evaluation questions (see pp. 18-21) are addressed in this section. First, the AC intern attitude changes are presented, followed by the comparisons of the AC interns with a sample of traditionally certified first-year teachers (FYT). Next, the performance of the AC interns is described, and predictors of intern success are given. The last two questions involve an analysis of reactions to the AC program and a summary of information related to the resignations and retention of AC interns.

Attitude Changes During Training

Did the AC interns' attitudes about teaching change during training? The Teacher Work-Life Inventory (TWLI), Teacher Concerns Checklist (TCC), and Survey of Mainstreaming Opinions (SMO) were administered to the AC interns in August, 1986, prior to their assignments to schools (pretest) and again, in late February, 1987 (posttests). The two sets of scores were compared to determine if the AC interns had changed their opinions about teaching.

Table 2 lists the means, standard deviations, *t*-values, and significance levels for pre-posttest scores for the AC interns on the TWLI, TCC, and SMO. Four of the seven comparisons were significant, suggesting that the teaching opinions of the AC interns did change during training.

Table 2
Alternative Certification Interns' Attitude Changes Regarding Teaching

Measures	n	M	SD	t	p
Teacher Work-Life Inventory (described on pp. 87-89)					
Noxity (threat) Pretest	59	31.05	5.56	0.83	NS*
Posttest		31.85	7.51		
Eucity (reward) Pretest	87	27.71	4.41	2.55	NS
Posttest		29.51	5.68		
Complexity Pretest	53	23.36	4.50	0.78	NS
Posttest		24.00	5.89		
Teacher Concerns Checklist					
Self Pretest	85	67.47	11.81	6.30	<.01
Posttest		58.84	12.98		
Task Pretest	95	19.84	4.86	2.77	<.05
Posttest		21.61	5.15		
Impact Pretest	85	118.62	14.91	6.58	<.01
Posttest		105.09	18.51		
Survey of Mainstreaming Opinions					
Pretest	86	106.26	10.94	6.69	<.01
Posttest		96.26	16.52		

Note. All AC interns did not respond to all pre-posttest items of a measure or subscale.

*NS refers to a t-value that is "not significant." The Bonferroni procedure for a prior multiple comparisons was applied to determine significance of the multiple t-values.

The TWLI measures "how sharply" various aspects of the teaching situation stand out in the teachers' thoughts (see pp.

87-89). The mean score on the Eucity subscale increased on the pre-posttest comparison, suggesting that the AC interns had stronger responses to items concerning thoughts of rewards prior to their experience in the classroom. However, the change was not of sufficient magnitude to be considered significant.

Higher scores on the TCC indicate increasing concerns about self as related to teaching, the job or task of teaching, or impact on students. Concern refers to how often thought is given to the situation and how much the individual would like to do something about it. The scores on the TCC suggest that the AC interns became significantly more concerned about the task of teaching after having spent a semester or more in the classroom and less concerned about self and impact.

The higher the score on the SMO, the more positive the attitude toward mainstreaming special-needs students (i.e., mentally retarded, learning disabled, visually impaired, etc.). Mildly handicapped students who are mainstreamed are placed in regular classrooms for some of their instruction. The AC interns became significantly less positive concerning the practice of mainstreaming after receiving some teaching experience.

Comparisons with First-Year Teachers

The fourth question is: How do the interns compare to first-year teachers? A partial list of traditionally trained first-year teachers (FYT) was obtained by accessing the DISD personnel data base. Two separate mailouts by the ETSU Center for Policy Studies resulted in a sample of FYT responses to questions concerning their reasons for choosing teaching as a

career as well as their responses to the Teacher Work-Life Inventory (TWLI). The DISD Program, Evaluation, and Testing Department included copies of the Organizational Climate Description Questionnaire (OCDQ), Teacher Concerns Checklist (TCC), and Teacher Expectation Scale (TES) in their mailout to FYTs in late May. The two groups--AC interns and FYTs--were compared on these measures. In addition, the AC interns and FYTs were compared according to a few other variables such as age, ethnicity, type of school assignment (elementary or secondary), and the socioeconomic status (SES) of the students attending the schools where the two groups were assigned to teach.

Age, Gender, Ethnicity, and School Assignments

Information about the age of the AC interns and a sample of FYTs is given in Table 3. Also, the estimated SES of students attending schools where the AC interns and FYTs were assigned is shown. As expected, the AC interns were older than teachers in the sample. The estimated SES means of students attending AC interns' and FYTs' schools are statistically equivalent. Compared to the FYTs, the AC interns were not assigned to schools achieving a greater percentage of students eligible for reduced or free lunch.

A visual inspection was made of the number of AC interns and FYTs assigned to "pressure schools," those schools targeted for improvement by either the courts or the Texas Education Agency as those with unusually low achievement or low scores on the TEAMS exam. Twenty percent of the AC interns and 21 percent of the FYTs were assigned to the pressure schools.

Table 3
Age and Student Socioeconomic Status of Assigned Schools for Alternative Certification Interns and First-Year Teachers

Variables	Interns(n = 99)	FYTs(n = 62)	t	p
Age				
Mean	30-10	27-9	2.71	<.05*
SD	6-8	7-3		
Student SES				
Mean	49.68	51.82	0.55	NS
SD	23.49	25.16		

Note. 30-10 means 30 years, 10 months.

* The Bonferroni procedure was applied to correct for multiple comparisons.

Table 4 shows the chi-square values and levels of significance for the distributions of AC interns and FYTs according to ethnicity, gender, and type of school assignment. There are proportionately more teachers in the "Other" category in the FYT sample than in the AC intern group. The "Other" category contains mostly non-Hispanic Caucasians. Also, proportionately more FYTs than AC interns were assigned to elementary schools. Although significance is approached on the gender comparison, the distribution of males and females into AC intern and FYT groups was proportionate.

Table 4
Ethnicity, Gender, and School Assignments for
Alternative Certification Interns and First Year Teachers

Variables	Interns(n = 99)	FYTs(n = 62)	χ^2	p
Ethnicity				
Other	41	53	31.51	<.01
Black	36	6		
Hispanic	22	3		
Gender				
Female	78	53	1.31	NS
Male	21	9		
School				
Elementary	67	52	5.18	<.05
Secondary	32	10		

Note. The Bonferroni procedure was used to correct for multiple comparisons.

Reasons for Choosing Teaching as a Career

The AC interns (n = 110) and FYTs (n = 73) responded to 13 statements representing different reasons why teachers may choose teaching as a career. The items were rated by selecting one of four choices indicating the degree of agreement from "No agreement" to "Very much agreement." The four choice categories were collapsed into two in order to conduct a series of chi square analyses with a minimum of cells containing expectancies of less than five, and the Yates correction was applied when appropriate. The categories of "No agreement" and "Little agreement" were combined as were "Some agreement" and "Very much agreement." Three of the questions were not included in the analysis since only a few of the FYTs completed them (Not as successful as hoped in other courses; enjoy working with children and/or youth; and Salaries in education are at least adequate). Table 5 (p. 41) shows the results of the chi square analyses.

Overall, more than 80 percent of the AC interns indicated some or very much agreement with 8 of the reasons listed for choosing teaching as a career. Only about one-third or less of the AC interns said they were influenced by a lack of employment opportunity in their first career (37.3 percent) or by not being as successful as they had hoped in their first career (23.6 percent). In contrast, about 80 percent or more of the FYTs reported some or very much agreement with 6 of the reasons for choosing teaching.

Almost all of the AC interns and FYTs indicated that the opportunity to be creative and help others gain a sense of personal achievement and self-esteem was influential in their choice of teaching as a career. There was an interesting contrast between the AC interns and FYTs. It was expected that many of the AC interns would choose teaching as a career due to a lack of success in their first career, but this was not the case. Only about one-fourth (23.6 percent) of the AC interns admitted some or very much influence while almost 96 percent of the FYTs agreed they were influenced by a lack of success in their first career. This unexpected finding is difficult to explain. The FYTs were instructed to respond to questions concerning their first career only if they had experienced a first career. Since the average age of FYTs was almost 28 years, perhaps a large percentage of them had indeed been in another career prior to teaching.

Table 5
Chi Square Analyses of Reasons for Choosing Teaching as a Career

Statements	Interns		FYTs		χ^2	p
	No	Yes	No	Yes		
Opportunity to be creative	00.0	100.0	02.7	97.3	1.04	NS*
Provides sense of personal achievement and satisfaction.	04.5	95.5	13.9	86.1	5.02	<.05
Persons I respect encouraged me to enter this field.	18.2	81.8	41.1	58.9	11.60	<.01
Provides an opportunity to help the less fortunate.	09.1	90.9	19.2	80.8	3.92	<.05
Help others gain knowledge and understanding.	02.7	97.3	02.7	97.3	0.00	NS
Help others gain personal achievement and self-esteem.	00.0	100.0	02.7	97.3	1.04	NS
Opportunity to apply major field of study.	16.5	83.5	23.3	76.7	1.29	NS
Make better use of my abilities than in other careers.	11.9	88.1	25.4	74.6	5.44	<.05
Not as successful as hoped in first career.	76.4	23.6	04.1	95.9	88.98	<.01
Not enough opportunity for employment in first career.	62.7	37.3	45.2	54.8	4.77	<.05

Note. Frequencies are expressed as percentages.

* NS means "not significant." The Bonferroni procedure was used to correct for multiple comparisons.

Perception of Teaching

The TWLI, TCC, OCDQ, and parts of the TES were used as measures of the perception of teaching. The AC interns completed the measures in late February. The FYTs returned completed TWLI forms from an ETSU Policy Center mailout, and the other forms

(TCC, OCDQ, and TES) were returned to the DISD Planning, Evaluation, and Testing Department in response to their distribution of questionnaires. The differences between the AC intern and FYT mean scores were analyzed by application of *t*-tests. A violation of homogeneity of variance occurred on two of the comparisons, and the *t*-values were calculated by using separate variance estimates in those instances (TWLI Complexity subscale, TCC Self subscale). Table 6 shows the results of the comparisons using the TWLI. The AC interns perceived their job differently than the FYTs on two of the TWLI subscales, Eucity and Complexity. The direction of the differences suggests that the interns perceive their job as less rewarding and more complex.

Table 6
Comparisons of AC Interns' and First-Year Teachers' Responses to the Teacher Work-Life Inventory (TWLI)

TWLI Subscales	*n*	*M*	*SD*	*t*	*p*
Noxity					
AC Interns	62	31.66	7.75	1.95	NS
First-Year Teachers	63	29.22	6.18		
Eucity					
AC Interns	88	29.48	5.65	2.67	<.05
First-Year Teachers	74	27.23	4.93		
Complexity					
AC Interns	92	23.66	5.96	2.76	<.05
First-Year Teachers	68	21.40	4.41		

Note. NS means "not significant." The Bonferroni procedure was used to correct for multiple comparisons.

Table 7 shows the comparisons of the two groups on the TCC. None of the comparisons yielded significant *t*-values. Higher scores on the TCC reflect greater concern.

Table 7
Comparisons of AC Interns' and First Year Teachers' Responses to the Teacher Concern Checklist (TCC)

TCC Subscales	n	M	SD	t	p
Self					
AC Interns	95	59.34	13.03	1.86	NS
First-Year Teachers	28	66.32	18.56		
Task					
AC Interns	97	21.49	5.26	0.93	NS
First-Year Teachers	30	22.53	5.66		
Impact					
AC Interns	88	105.36	18.31	1.86	NS
First-Year Teachers	29	113.07	22.28		

Note. NS means "not significant." The Bonferroni procedure was used to correct for multiple comparisons.

The responses of the AC interns and FYTs to the OCDQ are given in Table 8. One of the subscales, Social Control, was excluded from the analysis due to the low alpha coefficients (questionable internal consistency). The FYT mean score on the Social Needs subscale was significantly higher than the mean of the AC interns. The Social Needs subscale was comprised of 13 items classified by Halpin (1966) as Intimacy and Consideration. The FYTs reported a higher frequency of cooperative, social interactions with other teachers and more support from their principals. It should be noted, however, that the OCDQ was devised for elementary schools and more of the AC interns were assigned to secondary schools in comparison to the FYTs.

Table 8
Comparisons of AC Interns' and First-Year Teachers' Responses to the Organizational Climate Description Questionnaire (OCDQ)

OCDQ Subscales	n	M	SD	t	p
Social Needs					
AC Interns	73	23.88	4.71	2.81	<.05
First-Year Teachers	23	27.13	5.29		
Esprit					
AC Interns	83	95.53	13.73	0.31	NS
First-Year Teachers	22	96.59	16.58		

Note. The Bonferroni procedure was used to correct for multiple comparisons.

The AC interns and FYTs were also compared on the appropriate sections of the TES. The first section of the TES consisted of ratings of three types of expectations. The first type of expectation concerned the degree of "like" for some of the teaching activities (seeing students make academic and social progress, interacting with students, managing behavior problems, grading papers, and planning lessons). The second type of expectation involved the degree of teaching "ability" (presenting subject matter, relating to students, meeting individual students' needs, handling behavior problems, being a teacher). The time involved in various activities was featured in the third type of expectation assessed. Since a few of the items in the third category were not answered by the FYTs, the third set of expectations was not compared. However, some contrasts are presented for the AC interns. Last of all, the AC interns and FYTs reported their expected length of service and the likely reasons for leaving teaching. The "like" and "ability"

comparisons are shown in Table 9, the description of the AC intern expectations regarding "time" spent on various activities is given in Table 10, and the expected length of service comparisons are presented in Table 11.

Table 9
Comparisons of AC Interns' and First-Year Teachers' Responses to "Like" and "Ability" Expectations on the Teacher Expectation Scale (TES)

Expectation Types	n	M	SD	t	p
"Like"					
AC Interns	97	17.32	3.85	2.75	.05
First-Year Teachers	28	14.96	4.47		
"Ability"					
AC Interns	96	13.03	3.96	1.99	NS
First-Year Teachers	30	11.40			

Note. The Bonferroni procedure was used to correct for multiple comparisons.

The AC interns had a higher mean score than the FYTs, suggesting that their expectations of liking teaching were not realized to the degree reported by the FYTs; however, an inspection of item mean scores for the AC interns shows that they liked seeing students make academic and social progress and they liked interacting with students more than they expected. They liked managing behavior problems, grading papers, and planning lessons less than they expected. The AC interns were similar to the FYTs on expectations concerning the ability to teach. AC intern item means suggest the interns felt they did better than they expected in relating to students, establishing self as

teacher, and in presenting subject matter. The interns did as well as they expected in meeting the needs of individual students and in handling behavior problems.

Table 10
AC Interns' Expectations of Time Spent in Various Teaching-Related Activities

Rank	Time Spent	M	SD
1	Working at home on school work	1.70	.95
2	Preparing lesson plans	1.97	.99
3	Grading students' work	2.07	.94
4	At school (not at university)	2.09	1.07
5	In routine paper work	2.11	1.03
6	In classroom teaching	2.75	.80
7	Conferring with individual students	2.79	.86
8	With the DISD teacher advisor	3.01	.94
9	In contact with parents	3.22	1.00
10	With other trainees in the AC program	3.29	.91
11	With a university trainer or advisor	3.36	.94
12	In extracurricular activities with students	3.40	.92
13	With supervising teacher	3.44	1.06

Note. The lower means represent more time spent than expected; 1 = much more than expected, 5 = much less than expected.

For the majority of AC interns, most teaching-related activities required more time than anticipated. It is interesting to note that some of the activities they reported liking less were the activities on which they spent more time than expected (e.g., preparing lesson plans, grading papers).

Table 11
Anticipated Length of Service and Possible Reasons for Leaving Teaching

Anticipations	AC Interns (n = 95)		FYTs (n = 29)	
	n	%	n	%
Length of Service				
10 or more years	38	40	21	72
5 to 9 years	25	26	2	7
3 to 4 years	15	16	5	17
2 years	13	14	0	0
This year only	4	4	1	3
Reasons for Leaving				
Become school administrator	15	16	7	23
Return to university as student	15	16	3	10
Return to previous job	2	2	0	0
Prepare for different career	11	12	3	10
Raise a family	11	12	2	7
Take higher paying job	21	22	3	10
Take job ensuring more success	8	8	0	0
Take more highly esteemed job	4	4	1	3
Job not involving disciplining	14	15	0	0

Note. More than one possible reason for leaving teaching was given by some while others gave no reason.

The majority of FYTs (72 percent) responding to the TES reported a long term commitment to teaching, compared to only 40 percent of the AC interns. However, if the two top categories of

longevity are combined, the AC interns (66 percent) and FYTs (79 percent) are more nearly comparable. One caution should be noted, however. The sample of FYTs may be biased. The questionnaires were distributed late in the school year. FYTs who had already decided to discontinue their careers as teachers may have decided not to participate in the study. No doubt there are many other possible reasons for such a low percentage (about 10 percent) of FYT participation.

The majority of reasons for leaving teaching that were given by AC interns and FYTs involved quitting to become school administrators, returning to school as full-time students, preparing for different careers, or taking a job paying more money. It might be anticipated that a large percentage of AC interns planning to leave teaching would report they plan to return to a previous job. This was not the case, however. Also, it is interesting to note that 15 percent of the AC interns reported they might leave teaching to take a job that does not involve the disciplining of students.

Ratings of Alternative Certification Intern Performance

One of the primary questions in the AC program concerns whether or not AC interns can meet the various standards required of fully certified teachers. The performance questions are as follow: (a) How do the AC interns perform in the classroom as indicated by TTAS ratings? (b) How do the AC interns' ExCET scores compare to state averages for traditionally trained teacher candidates? (c) How many of the AC interns were

recommended for certification by the DISD personnel committee? and (d) How do the AC interns compare to fully certified First-Year Teachers (FYTs) as rated on the Teacher Advisor comparison Rating Form (TACRF)? Other related questions include the following: (a) Are there differences in the performance ratings when the AC interns are rated by principals, supervising teachers, and teacher advisors? (b) Are the various ratings or performance measures according to the gender, school assignment, and ethnicity of the AC interns?

Performance Ratings

TTAS Ratings. Table 12 shows the number and percentage of AC interns according to their overall classification on the TTAS. One intern was excluded from the analysis since illness prevented a complete appraisal. All but one AC intern were rated "Satisfactory" or above, and the majority of the interns (62 percent) were rated as "Exceptional" or "Clearly Outstanding." Thus, a systematic observation of the classroom performance of AC interns suggests that almost all of the AC interns who completed the program met or exceeded the standards.

Table 12
TTAS Global Classifications of Alternative Certification Interns (n = 98)

Classification	Frequency	Percent
Unsatisfactory	1	1.02
Below Expectation	0	0.00
Satisfactory	36	36.73
Exceptional	50	51.02
Clearly Outstanding	11	11.22

ExCET Scores. The scores on the ExCET exams are reported as scaled scores and a total scaled score of 70 or greater is required for passing. Of the 99 AC interns who completed the program, 91 had taken one or more of the ExCET exams and 84 (92 percent) passed at least one of the exams prior to May, 1987. Table 13 shows the mean scaled scores of DISD AC interns and the statewide means of teacher candidates. Also given are the percentages of AC interns and statewide teacher candidates passing each exam.

Table 13
Alternative Certification Interns and Statewide Means for ExCET Exams

ExCET Exam	Intern				Statewide	
	n	Range	% Pass	M	% Pass	M
Elementary	60	65-92	92	80	83	77
ESL	13	68-93	92	80	64	73
Bilingual	27	77-95	100	80	85	79
English	2	78-95	100	82	91	81
Mathematics	14	55-97	86	82	91	81
Physical Science	4	65-97	75	86	78	78
Physics	1	89	100	89	76	80

A comparison of the ExCET scores of AC interns and statewide teacher candidates shows that the interns fare quite well. A larger percentage of interns passed the exams on five of the seven comparisons, and the interns had higher mean scores on all

seven of the comparisons.

DISD Committee Recommendations. The DISD committee recommended 59 of 99 AC interns for certification in May, 1987. Twenty-four (24) interns were recommended for placement in the "pending" category due to course deficiencies, a failing score on the ExCET, or the lack of a complete set of transcripts in their personnel folder. Originally, four AC interns were recommended for termination, but after another review, three of them were reconsidered and recommended for an additional year of internship. Pending successful completion of the additional internship, they could be recommended for certification. These 3 joined 12 others for a total of 15 interns in the additional internship category.

In summary, 59 interns were recommended for certification, 24 were recommended for certification pending the removal of deficiencies, 15 were recommended for an additional internship prior to considering certification, and 1 was terminated. These figures suggest that of the 110 AC interns who started the year, 59 (54 percent) were fully prepared in May to serve DISD, another 24 (22 percent) may be prepared by the beginning of the 1987-88 school year pending the removal of deficiencies, and still another 15 (14 percent) may be ready by the 1988-89 school year. The best case scenario is that by 1987-88, the DISD will have 83 (75 percent) newly certified teachers from the 110 1986-87 interns.

Teacher Advisor comparisons of Interns to First-Year Teachers. The teacher advisors compared the AC interns to the

average FYT by completing the Teacher Advisor Comparison Rating Form (TACRF). The rating of the global question indicated that the teacher advisors considered the majority of the AC interns to perform very favorably in comparison to the average FYT. Almost all (91.8 percent) were rated to perform as well as, superior to, or very superior to the typical FYT, and almost half of the AC interns were rated as superior or very superior.

The 50 items were visually inspected to identify the top 12 statements on which the largest majority of AC interns compared most favorably to the typical FYT. This was done by combining the number of AC interns rated within the "Superior" or "Very Superior" categories. Likewise, the 12 statements were identified on which the AC interns were compared least favorably ("Inferior" or "Very Inferior"). The most and least favorable ratings and percentages of interns falling within each category are listed in Table 14. Even on the least favorable items, the AC interns still compare quite well to the FYTs when rated by teacher advisors.

Table 14
Most and Least Favorable Ratings of Alternative Certification Interns

Selected Items	% Superior	% Inferior
Most Favorable		
1. Open to supervision and instruction	66.3	6.1
2. Good relationship with and respected by teaching colleagues.	62.3	7.1
3. Works cooperatively and effectively with other school personnel, students, and parents.	61.2	5.1

Table 14 continued

4.	Demonstrates enthusiasm for teaching, learning, and the subject being taught.	60.2	4.1
5.	Uses acceptable oral and written expression with learners.	58.1	3.1
6.	Avoids being adversely influenced by the "negative teacher lounge" group.	58.1	6.2
7.	Requests appropriate professional assistance when needed.	57.1	8.1
8.	Uses understanding of cultural diversity to enhance relationships with students.	55.2	4.1
9.	Gives students individual help or attention.	55.1	4.1
10.	Accepts responsibility.	55.1	6.1
11.	Expresses a positive professional attitude toward the teaching profession.	55.1	7.1
12.	Maintains an educational environment conducive to developing positive learning attitudes.	54. 1	6.1
Least Favorable			
1.	Appropriately anticipated the magnitude of the teaching assignment.	32.6	22.4
2.	Invests self in decorating classroom.	40.8	16.3
3.	Uses effectively a variety of verbal and non-verbal classroom communication techniques.	44.9	15.3
4.	Controls disruptive or deviant pupil behavior objectively.	32.7	15.3
5.	Selects, prepares, and effectively utilized educational media.	30.6	15.3
6.	Employs a variety of appropriate instructional strategies and techniques to meet objectives.	43.9	13.3

Table 14 continued

7.	Expresses humor when appropriate.	36.7	13.3
8.	Uses more than one method in single presentation to achieve instructional objectives.	45.9	13.2
9.	Uses skillful questions which lead pupils to analyze, synthesize and think critically.	40.8	12.2
10.	Punctual in meeting deadlines.	52.1	12.2
11.	Modifies instruction appropriate to pupil needs.	31.7	11.2
12.	Maintains challenging level of instruction.	38.8	11.2

Other Related Questions

Additional questions related to the performance of the AC interns were explored. The questions are as follow: (a) Are there differences in the performance ratings when the interns are rated by principals, supervising teachers, and teacher advisors? (b) Are the various ratings of performance significantly related? and (c) Are there differences in performance measures according to intern gender, school assignment, and ethnicity?

Differences in Intern Performance Ratings. The principals, supervising teachers, and teacher advisors rated each AC intern using the same seven items in the category labeled Instruction/Classroom Environment. A comparison of the mean ratings of AC interns suggests that the ratings by principals and teacher advisors were comparable. The supervising teachers rated the interns more favorably compared to the ratings by principals,

t (96) = 3.67, p <.01, and teacher advisors, t (96) = 3.76, p <.01.

Relationships Among Intern Performance Ratings. Table 15 shows the intercorrelations of performance measures for the 79 interns on whom all measures were available. The ExCET scores are composite scaled scores, formed by including the score regardless of the area of the exam and taking an average of the scores for those interns who took more than one.

Table 15
Intercorrelations of Intern Performance Measures (n = 79)

Performance Measures	Principal	ST	TA	ExCET
TTAS	.54*	.41*	.53*	-.07
Principal		.38*	.63*	-.16
Supervising Teacher			.44*	-.07
Teacher Advisor				-.04

* For coefficients > .29, p < .01.

The Pearson correlation coefficients between the TTAS numerical score and performance ratings by the principals, supervising teachers, and teacher advisors are all significant, suggesting that these measures are related and measuring similar properties. The composite scaled scores from ExCET exams are not related to the other measures. This suggests that, at least for this select group of interns, knowledge (ExCET) is not related to classroom performance.

Gender, Ethnicity, and School Assignments. The performance ratings of the interns were analyzed according to the gender and

ethnicity of the interns as well as their school assignments. Ethnicity consisted of three groups--Black, Hispanic, and Other--with the latter group inclusive of Non-Hispanic Caucasians, two Asians, and one Indian. For the analysis of school assignments, the interns were divided into either elementary or secondary school (middle school, junior high, high school) groups. The statistical analyses of intern gender and performance measures are given in Table 16. Gender comparisons were not significant for all performance measures except the composite ExCET, on which males scored higher. The ratings of females were more favorable than males on the TTAS, but the difference was not significant at the .05 level.

Table 16
Intern Gender and Performance Measures

Measures	Gender	n	M	SD	t	p
TTAS Numerical	Male	20	3.60	.45	1.52	NS
Score	Female	67	3.82	.59		
Principal Total	Male	21	56.95	9.86	1.00	NS
Score	Female	77	59.36	9.83		
Supervising Teacher	Male	21	27.76	4.57	0.46	NS
Total Score	Female	77	28.34	5.18		
Teacher Advisor	Male	21	44.81	7.33	1.19	NS
Total Score	Female	78	46.91	7.16		
ExCET Composite	Males	21	85.44	7.56	2.93	<.05
Scaled Score	Females	70	79.83	7.73		

Note. The Bonferroni procedure was used to correct for multiple comparisons. NS means "not significant."

The intern school assignments were also compared. An inspection of Table 17 shows that there were no significant differences on any of the performance measures. However, the .05 level of significance was approached on the principal and teacher advisor performance ratings with the more favorable ratings being given to interns assigned to secondary schools.

Table 17
Intern School Assignment and Performance Measures

Measures	School Assignment	n	M	SD	t	p
TTAS Numerical	Elementary	58	3.79	.60	0.44	NS
Score	Secondary	29	3.73	.50		
Principal Total	Elementary	66	57.76	10.44	1.59	NS
Score	Secondary	32	61.09	8.17		
Supervising Teacher	Elementary	66	28.42	5.01	0.59	NS
Total Score	Secondary	32	27.78	5.15		
Teacher Advisor	Elementary	67	45.72	7.19	1.50	NS
Total Score	Secondary	32	48.03	7.13		
ExCET Composite	Elementary	64	80.77	6.84	0.64	NS
Scaled Score	Secondary	27	81.96	10.38		

Note. The Bonferroni procedure was used to correct for multiple comparisons. NS means "not significant."

The results of the analysis of variance of the comparisons of ethnicity and performance measures in Table 18 show comparable scores between the Blacks, Hispanics, and Others except for the ExCET composite scores. The Blacks scored significantly lower than Hispanics or Others according to a *post hoc* analysis (Scheffe', $p = .05$).

Table 18
Intern Ethnicity and Performance Measures

Measures	Ethnicity	n	M	SD	F	p
TTAS Numerical	Black	34	3.81	.56		
Scaled Score	Hispanic	16	3.68	.76	0.26	NS
	Other	37	3.78	.47		
Principal Total	Black	35	59.54	10.35		
Score	Hispanic	22	58.64	10.40	0.14	NS
	Other	41	58.37	9.28		
Supervising Teacher	Black	36	28.75	5.18		
Total Score	Hispanic	21	27.95	4.88	0.32	NS
	Other	41	27.88	5.08		
Teacher Advisor	Black	36	45.61	8.17		
Total Score	Hispanic	22	47.09	6.60	0.40	NS
	Other	41	46.88	6.72		
ExCET Composite	Black	34	75.56	7.93		
Total Score	Hispanic	21	81.86	5.26	21.63	<.01
	Other	35	85.95	5.96		

Predictors of Alternative Certification Intern Success

The sixth major question concerns the predictors of AC intern success. Demographic, attitude, and personality characteristics were regressed, using a stepwise linear regression procedure, on most of the performance criteria of intern success to determine if there were entry level variables which could improve the prediction of success among the intern

recruits. Following the application of stepwise linear regression procedures, three separate discriminate function analyses were performed to determine if the successful and unsuccessful interns could be identified or classified by selected demographic, attitude, or personality variables. Successful interns were defined as those 59 who completed all requirements, passed at least one ExCET exam, and were recommended by the DISD personnel committee to TEA for certification. The unsuccessful recruits were those who dropped out of the program ($\underline{n}$ = 11), those assigned an additional semester or year of internship ($\underline{n}$ = 15), and one intern who was not recommended for certification. The 24 interns who were placed by the DISD personnel committee into the pending category were not included in the analysis. The correlation coefficients of the predictor variables and success criteria are shown in Table 19.

Significant predictor variables of AC intern success were not identified by the application of stepwise linear regression procedures. Also, the discriminate function analyses did not identify predictor variables that could improve the prediction of categories of success. The lack of predictability may have been influenced by the highly selective procedures that were employed by the DISD in choosing the AC interns.

Table 19
Correlation Coefficients of Predictor Variables and Performance Criteria

Variables	Performance Criteria				
	PS	STS	TAS	TTAS	TACRF
Demographic	n = 5	n = 95	n = 96	n = 84	n = 80
Gender	-.05*	.00	-.10	-.16	-.06
Age	.06	-.11	.17	.16	.14
FAST Reading	-.11	-.19	-.12	-.21	-.19
FAST Mathematics	.01	-.10	.09	-.01	.08
FAST Writing	-.09	-.16	-.02	.04	.03
Interview Ratings	.04	.04	.02	.08	-.04
Attitude	n = 85	n = 85	n = 86	n = 75	n = 71
Survey of Mainstreaming opinion	-.06	-.16	-.04	-.18	-.08
Teacher Concerns Checklist: Self	-.00	.07	.11	.12	.06
Teacher Concerns Checklist: Task	.03	.09	.14	.02	.10
Teacher Concerns Checklist: Impact	-.03	-.11	.04	.08	.02
Personality	n = 94	n = 94	n = 95	n = 83	n = 80
Locus of Control (LOC)	-.03	-.14	.04	-.18	.07
Empathy (ECRS)	.02	-.04	-.01	-.04	.02
Flexibility (DSAS)	.01	-.02	-.11	.08	-.04
Self-Perception (SPI)	.08	-.10	-.02	-.04	.04

Note. The abbreviations for the performance criteria are: PS, Principals' Survey; STS, Supervising Teachers' Survey; TAS, Teacher Advisors' Survey; TTAS, Texas Teacher Appraisal System; TACRF, Teacher Advisor Comparison Rating Form.

* None of the correlation coefficients reached the .05 level of significance.

Reactions to the Alternative Certification Program

Reactions to the AC program by a TEA visiting team, principals, the AC interns, and the teacher advisors are summarized. The reactions of the AC interns were gauged by

analyzing their written comments in daily records or journals. Also, the AC interns completed the items of the Teacher Expectation Scale (TES) dealing with rating elements of the AC program. Next, the teacher advisors rated possible recommendations for the AC program and completed a questionnaire by rating each AC intern on a set of situational conditions which may have enhanced the performance of the interns.

Texas Education Agency Visiting Team Report

A visiting team appointed by the Texas Education Agency evaluated the DISD AC program in late March (Texas Education Agency, 1987). The program strengths cited were the quality of interns ("The interns on a whole are mature individuals, who exhibit positive attitudes, enthusiasm and dedication"), the recruitment procedures ("The district's recruitment, screening, and selection of interns were excellent"), and the support provided by the teacher advisors ("This particular component of the support system is critical to the success of the DISD Alternative Certification Program"). The concerns were as follows: (a) there was no evidence that the principals, supervising teachers and interns met to discuss the program's implementation and each participant's role; (b) interns have not been provided with an opportunity to observe other teachers on a regular basis; (c) supervising teachers have not been provided with a systematic training program that outlines their role and responsibilities in the AC program; (d) some teacher interns have been placed in teaching situations that would tax the skills of the most experienced teacher (floating classroom assignments,

classrooms with few or no supplies and materials, excessive number of remedial students, excessive potential discipline problems, excessive numbers of students per class); (e) some bilingually assigned interns were supervised and evaluated by teacher advisors and supervising teachers that were monolingual in English with little or no knowledge of the bilingual education program; (f) there was little evidence that interns received information and/or training in special education or multicultural education; (g) the interns became teachers of record several weeks after school began; and (h) the reading instruction was not sufficiently diversified to meet the needs of all levels of assignment. The team recommended that the program be reapproved for a two-year period with the conditions that the concerns be addressed in the future programs.

S. Lanier (personal communication, April 23, 1987), Manager, DISD Human Resources Development, replied to the visiting team evaluation report. Regarding concerns (a) and (c), the DISD emphasized individual visits with each principal and supervising teacher "rather than to schedule an orientation meeting." Further, it was noted that the visits focused on explaining the program, roles, and responsibilities. The DISD preference for one-to-one visits over large group assemblies was stated. It was also noted that there were two six-hour meetings held for the supervising teachers. At those times staff members answered questions and discussed roles. Regarding the concern (f) above, it was pointed out that information regarding multicultural education was presented in the sessions titled, "Sensitivity to

Students," conducted by two national leaders in the field. Additional training was also provided by district personnel.

Reaction by Principals to the Alternative Certification Program

Mitchell (1987) polled 52 school principals regarding their opinions concerning a number of issues. Thirty-four of the principals reported having both an intern and a beginning teacher in their building, 11 reported having only an intern, 6 had only a beginning teacher, and 1 principal did not indicate if an intern or beginning teacher had been assigned. The principals appeared to provide a generally positive appraisal of the AC program. Sixty-three percent of the principals reported they would participate in an AC program again (17 percent were uncertain). Fifty-four percent indicated they believed that alternative certification "is a way to get good teachers" (29 percent uncertain). Only thirty-eight percent said they believed that AC programs should be "a means of teacher certification" (33 percent uncertain). A clear majority of the principals (85 percent) responded "No," to the question, "Did the AC Program cause more problems than it solved?"

The written comments of the principals included in the Mitchell (1987) report were further analyzed in the present study by grouping the statements into logical categories. The strengths of the AC program attracted 48 comments with 37 percent of the comments directed to the quality of the AC interns (enthusiastic, well prepared, excellent knowledge about subject matter). Fifty-four percent of the comments were evenly split between the quality of the training in general and the value of

the support and monitoring by supervising teachers and teacher advisors. Almost 10 percent of the comments indicated that the AC program appeared to help DISD address the problem of teacher shortage in critical areas.

Comments were solicited for content needed in the training as well as the weaknesses of the program. Of 84 comments, 45 percent indicated the AC interns needed more information in a variety of areas including classroom organization and management and instructional methods. Twenty percent of the comments expressed the opinion that the field experiences were too brief, and many stated that the field experiences should be more comparable to student teaching. Some noted that it was a problem for the AC interns to begin teaching after all the other teachers had already started. One recommended that the AC interns have a semester of field experiences in the spring, seminars in the summer, and assignment as the teacher of record at the beginning of the school year. Seven percent of the comments noted that the AC interns were taken out of their classes too often to attend staff development sessions. About 13 percent of the comments recommended clear guidelines in the beginning and more orientation for principals and supervising teachers.

The survey data reported by Mitchell (1987) suggested general support for the AC program by the principals. The principals, however, rated the beginning teachers more knowledgeable than the AC interns on the eight program variables: reading, discipline management, classroom organization, planning,

essential elements, ESL methodology, instructional techniques, and instructional models. The ratings of the AC interns on nine other areas of knowledge typically included in teacher preparation programs were slightly below average in seven areas compared to beginning teachers.

Reactions by AC Interns: Daily Journal Analysis

Sixty-nine usable journals were obtained from the 102 interns (68 percent). The journals were proportionately representative of both elementary-assigned (68 percent) and secondary-assigned (67 percent) interns. Secondary-assigned interns were placed in Math or Science (n = 14) or ESL (n = 8) classrooms and the elementary-assigned interns were in Bilingual, ESL, or General Elementary classrooms (n = 47).

The statements from the journals were sorted into six categories: positive, negative, peers, teachers, supervising teachers, and teacher advisors and program administrators. The positive and negative statements were further subdivided into training, field experiences, and general comments about the AC program. The positive and negative statements of elementary-assigned and secondary-assigned interns were separated to assist in a comparison of the two groups. A more detailed analysis of the written comments may be found in Appendix B.

Secondary- and elementary-assigned interns were very similar in their appraisal of the training and field experiences during the first three to four months of the AC program. There were, however, a few exceptions. The secondary-assigned interns expressed some concern that a few of the training sessions were

more appropriate for elementary teachers, and some felt that more applicable information for secondary teachers was needed (i.e., classroom management of adolescents).

Overall, the training prior to September was perceived very positively. When assigned to observe classes and work with supervising teachers, the training demands seemed more frustrating for the interns while the desire to spend more time with students increased. Some of the problems expressed were: (a) having to travel across town from the assigned school; (b) being given too many assignments by instructors; (c) unclear assignments; (d) undue repetition in content from one speaker to another; (e) conflicting demands for time, i.e., university coursework assignments versus classroom preparation; (f) delayed assignments to schools; and (g) being moved from one school to another (some more than once).

There was almost universal acknowledgement that the beginning of the AC training was outstanding. The enthusiasm which greeted the interns helped create in them a sense of belonging and importance. Most of the speakers and topics were thought to be important, timely, and practical. The opportunity to observe and work with the supervising teachers appeared to be valued by the interns.

The journals contained statements suggesting that the teacher advisors were viewed by interns as being among the most important assets during the first three to four months of the AC program. The supervising teachers were viewed very positively for the most part. Some resistance to the AC program was

mentioned, but perhaps the resistance was not nearly so strong as had been anticipated. Most likely, the initial resistance was due to either a lack of information or inaccurate information concerning alternative certification.

Intern Assessment of Program Elements

Twelve items on the Teacher Expectation Scale (TES) consisted of statements concerning the major program elements of the AC program. The AC interns (n = 97) rated each item on a five-point scale by indicating if that part of the AC program was "Very valuable" (1 point) to "Not valuable" (5 points). The mid-point value of 3 represented "Some value." Table 20 shows the mean and standard deviations for each of the items listed in rank order. The lower the mean, the more valuable the program element. All of the program elements which were rated had means indicating the majority of AC interns considered them to be of at least some value. Direct interaction with the teaching experience (observing and being advised) and receiving information related to organization (classroom management and instructional organization) appear to be activities most highly valued by the majority of the interns.

Table 20
Value of Program Elements as Rated by Alternative Certification Interns

Rank	Item	M	SD
1.	Observations in classrooms prior to being assigned as the teacher of record.	2.06	1.26
2.	Information regarding classroom management/ discipline.	2.10	1.17
3.	Getting advice from other teachers in the building.	2.16	1.12
4.	Information regarding instructional organization.	2.22	1.06
5.	Observing the supervising teacher.	2.27	1.18
6.	Being advised by the supervising teacher.	2.38	1.27
7.	Getting advice from other AC interns.	2.40	0.99
8.	Reading methods courses.	2.66	1.30
9.	Information regarding techniques for working with individual students.	2.82	1.21
10.	Information regarding state and local policies.	2.92	1.03
11.	Information about building routines, expectations, and schedules.	2.93	1.20
12.	Information about assessment of student progress.	2.95	0.99

Note. The lower means indicate greater value, 1 = very valuable, 5 = not valuable.

Teacher Advisor Program Recommendations

The teacher advisors met with the evaluator in February 1987 to review their opinions regarding the alternative certification program. Their statements were analyzed, and a list of 31 program recommendations was developed and formed into a questionnaire (TAPR). In late April, the teacher advisors completed the questionnaire by marking one of five choices for each item, indicating their degree of agreement with each recommendation. The higher the rating, the greater the agreement.

The teacher advisors agreed with all 31 program

recommendations with means ranging from 4.05 to 4.80. The degree of consensus was high with 24 recommendations receiving 90 percent or better of the responses in the agree or strongly agree category. Table 21 shows a ranking of recommendations according to consensus.

Table 21
Teacher Advisor Program Recommendations

Recommendations	Agreement %
1. Assign interns to actual classrooms (as opposed to "floating" assignments).	100
2. Include (in training) more information about teaching limited readers and non-readers.	100
3. Space the training course requirements (i.e., papers) so they follow the appropriate training sessions and are not due all at once.	100
4. Include more information regarding the DISD approach to reading instruction.	100
5. Determine early where interns are to be assigned.	100
6. Provide interns with more on-the-job classroom experience prior to being assigned as the teacher of record.	100
7. Continue the training in classroom management and discipline after the intern becomes the teacher of record.	100
8. Include training in reading to help in how to use the teacher editions.	100
9. Provide opportunities for interns to observe other veteran teachers in the classroom.	100
10. Give supervising teachers more training for their role in the program.	100
11. Confront the intern early with a wide variety of practical situations.	95
12. Provide interns with opportunity to participate in "grade level team planning" meetings.	95
13. Schools should provide early access to adequate supply of teaching materials.	95
14. Emphasize practical application in training interns to teach reading.	95
15. Continue the opportunity for teacher advisors to work with the interns in small groups.	95
16. Provide more information about classroom management as applied to managing groups of students.	95
17. Include more information concerning the teaching of reading in the content areas.	95

Table 21 continued

18.	Provide more information about the principles of learning.	95
19.	Assist the intern to become more active as a helper or aide when assigned to the supervising teacher's class.	95
20.	Provide more information about child development.	95
21.	Enable the interns to begin their assignment as teacher of record at the same time as other teachers.	90
22.	Provide interns with calendars with clearly marked "due dates" for course assignments.	90
23.	Start the training for interns at the first of the summer.	90
24.	Distribute the interns to the teacher advisors so that each has a few and no one has too many.	90
25.	Provide interns the opportunity to take ExCET more than once if needed.	85
26.	Give other school personnel more information regarding the alternative certification program.	85
27.	Provide more information about group dynamics as applied to adjusting to other school personnel.	85
28.	When possible, place interns at schools where at least one other intern is assigned.	85
29.	Have interns in training three days a week and in summer classes helping teachers two days a week.	85
30.	Use video tapes to show teaching procedures and activities.	80
31.	Give supervising teachers extra pay for participation.	75

The recommendations were not rated according to possibilities for implementation. Practical considerations must include awareness of guidelines established by the TEA for selection and training as well as DISD policies which regulate training activities. For example, teacher advisors skilled in bilingual education are assigned to schools with a high concentration of bilingual programs and interns selected to fill priority positions (i.e., bilingual) are assigned to bilingual schools. Consequently, bilingual teacher advisors may have more interns than others, making an equal assignment of interns to teacher advisors impractical.

Situational Conditions Facilitating Program Success

A section of the Teacher Advisor Comparison Rating Form (TACRF) contained 22 statements of "enablers" or situational conditions contributing to program success. The teacher advisors rated the conditions present for each AC interns by marking "Yes," "No," or "Unknown." Table 22 shows the ranking of enabling conditions according to prevalence.

Table 22
Teacher Advisors' Ratings of Prevalence of Favorable Program Conditions

Rank	Items	% Yes
1.5	Intern has principal who is enthusiastic about the opportunity to participate in the project.	88.8
1.5	Intern is now perceived by other school personnel as a colleague in the teaching profession.	88.8
3.0	Intern received appropriate support and assistance from the principal.	86.7
4.0	Intern received appropriate support and assistance from the supervising teacher.	83.7
5.0	Intern was assigned to an actual classroom (as opposed to a "floating" assignment).	80.6
6.0	Intern has teacher supervisor who is enthusiastic about the opportunity to participate in the project.	79.6
7.0	Intern participated in "grade level team planning" meetings.	68.4
8.5	Intern received adequate on-the-job classroom experiences.	67.3
8.5	Intern is assigned to teach classes of students who are no more difficult to teach than usual.	67.3
10.0	Intern was initially perceived by other school personnel as a colleague in the teaching profession.	65.3

Table 22 continued

11.0	Intern's students were actively engaged in learning activities before the intern was the teacher of record.	61.2
12.0	Intern knew of his/her teaching assignment early enough to adequately prepare.	60.2
13.5	Intern is assigned to a non-target school (school without unusual emphasis on improving student achievement).	55.1
13.5	Intern did not have to change from one teaching assignment to another.	55.1
15.0	Intern had adequate teaching materials available at the beginning of assignment as teacher of record.	54.1
16.0	Intern is assigned to a school where at least one other intern is assigned.	53.1
17.0	Intern did not have to change to another supervising teacher.	52.1
18.0	Intern did not have to change from one school to another.	50.0
19.0	Intern is placed in a school or grade where there is no unusual emphasis placed upon raising TEAMS test scores.	48.0
20.5	Intern has students who were well-controlled before becoming the teacher of record.	40.8
20.5	Intern did not have to change to another teacher advisor.	40.8
22.0	Intern had a "strong" substitute teacher in the classroom before becoming the teacher of record.	35.7

The unfavorable conditions appeared to involve change in important AC elements during the year. About a half of the AC interns are estimated to have had to change supervising teachers, teacher advisors, or schools. Many of the changes may have been unavoidable; nevertheless, the changes probably increased the stress of the new assignments and interrupted the continuity of

training. The unfavorable conditions also involved the lack of quality of the substitute teacher assigned to the AC intern classroom. A favorable condition was the observation that other teachers in the schools were thought to be accepting of the majority of the interns in the beginning, and the level of acceptance appeared to increase toward the end of the school year.

Alternative Certification: Quality and Shortage Issues

Alternative Certification has been proposed as a means to improve the quality of teachers as well as a way to reduce the teacher shortage, particularly in areas of greatest need, such as Science, Math, and Bilingual Education. As suggested by Galluzzo and Ritter (1986), the evaluation of AC should address quality and shortage issues.

A review of the previously discussed findings suggests that the DISD AC program did indeed provide the DISD with quality teachers. The performance ratings of the AC interns were quite favorable. However, there are several unanswered questions. It is too early to know how many of the 59 AC interns who were recommended for certification will return to the DISD for the 1987-88 school year. It is known that two of the 59 have moved--one to Denver and another to Austin--and another has resigned to take a higher-paying job with the U.S. Government. It is rumored that at least one of the 59 is applying to other districts for employment. It is too early to know how many of the 15 who were recommended to spend another semester or year as an intern will return. It is known that at least one of them has resigned. It

is also too early to know how many of the 24 in the "pending" category will remove various deficiencies and return to DISD. If the best possible return rate occurs, given what is presently known, DISD will have 80 AC interns returning with teaching certificates, and 14 returning for an additional semester or year of internship.

Even if the best case scenario occurs, and 94 of the original 110 AC interns return to the DISD next year, the returnees will constitute only a very small percentage of the teachers DISD is expected to hire for the 1987-88 school year. Last year, by November 21, 1986, the DISD had 7,651 teachers, 1,206 (15.8 percent) of whom were newly hired (Dallas Independent School District, 1987). If the DISD hires the same number of new teachers during the next school year, the optimistic estimate of 94 AC interns returning as teachers (about 8 percent) is hardly enough to promote AC as the answer to the teacher shortage. This is more dramatic if one recalls that during the 1986-87 school year there was a total of only 305 AC interns in the AC programs throughout the state (including DISD).

The number of interns in AC programs is declining. The first year, the Houston Independent School District started with 350 interns and completed the year with about 250. The next year, Houston reported 52 new AC interns. As stated previously, the DISD ended the most recent school year with 99 interns. Next year Dallas plans to recruit only 69 for the AC program. The decline may be attributed to the reduction in need. However, the decline may also be attributed to a shrinking pool of qualified

applicants.

Whether or not AC continues to serve as a means to provide schools with qualified teachers depends upon the continued emphasis upon high standards for selection. If that continues, a few qualified teachers who otherwise might not have entered a traditional teacher preparation program will be added to the faculty of our public schools. However, it is unlikely that there will ever be enough qualified applicants or AC training positions open to meet the projected need for teachers.

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APPENDICES

APPENDIX A

INSTRUMENTATION

FAST

Scores on the Fundamental Academics Skills Test (FAST) were available for all applicants since a passing score on each of the three sections was required prior to being interviewed as an intern candidate. The FAST test was developed by the Houston Independent School District (HISD), and the Texas Education Agency (TEA) approved its use in place of the Pre-Professional Skills Test (PPST), an exam that all students are required to pass prior to their entry into preservice teacher training in colleges of education. The FAST test is composed of questions in three areas: reading, mathematics, and writing. According to the Houston Independent School District (1986), the FAST and PPST are equivalent in content, job-relatedness, and standards based on comparative studies using a sample of HISD teachers and administrators.

Interview

The teacher advisors interviewed the applicants who were selected for further review as candidates for the AC program. Ten questions were asked in the interview, and answers were rated by the interviewer according to a four-option scale ranging from 1 (Below Average) to 10 (Excellent) points. The total score for the interview was determined by adding the points awarded each question. Rater reliability has not been determined for the interview ratings.

Teacher Work-Life Inventory

The TWLI was developed by Blumberg and Kleinke (1981) to provide a systematic means of determining what working in a school means to teachers. The original TWLI consisted of 47 items which were selected from a larger item pool generated largely from informal interviews with teachers about their work-lives and deductive interpretations of schools as work-settings. The 308 teachers who participated in the first study of the TWLI rated each of the 47 items on a five-point scale according to how sharply the item stood out as a part of their work-life as a teacher. The items consisted of a single word ("colleagueship") or a phrase ("immediacy of demands"). The original 47-item TWLI was submitted to a principal components factor analysis followed by a normalized varimax. Items were deleted from the original if they had high loadings on more than one factor in the original factor solution and did not appear to be logically important. The resulting 36-item form of the TWLI was factored, and 11 factors accounted for 62.8 percent of the variance. The items in the 36-item form are rated on a four-point scale indicating how sharply each stands out as a descriptor of work-life from "very sharply" to "not at all."

Hughes and Hukill (1982) used the TWLI in a study of student teachers. They performed a factor analysis with eigenvalues set at 1.00 resulting in five factors. The factor names and alpha coefficients were: Institutional Constraints (.83), Rewards (.75), School Norms (.71), Dissatisfaction (.76), and Executive Responsibilities (.63).

The TWLI was chosen by Franz and Dembo (1984) as a measure of stress in teachers' work environments. Using the environmental conditions model of Schroder, Driver, and Streufert (1967), Franz and Dembo grouped the TWLI items according to their logical membership in one of three categories: (a) complexity (information load, diversity, and change); (b) noxity (threat); and (c) eucity (reward). Using the total score only, the researchers found that beginning and intermediate teachers scored higher on the TWLI than any of the other comparison groups: education students, student teachers, or experienced teachers. Presumably, higher scores reflect greater stress in the work environment.

The alpha coefficients of the five factors reported by Hughes and Hukill (1982) are mostly acceptable according to Gable's (1986) criterion of .70, suggesting moderate internal consistency. However, the logical clustering of items using the solution applied by Franz and Dembo (1984) is compelling because it appears more parsimonious. It was difficult to determine which subscales to apply in the AC program evaluation since very little work has been done on the TWLI.

Using the pretest data from 108 AC interns, alpha coefficients were computed on the subscales resulting from the Hughes and Hukill (1982) set of five factor and for the Franz and Dembo (1984) logical clustering of three subscales. The alpha coefficients for the Hughes and Hukill subscales were as follows: Institutional Constraints, .61; Rewards, .64; School Norms, .36; Dissatisfaction, .60; and Executive Responsibilities, .73. Only

one subscale has a coefficient above .70 and one was as low as .36, a totally unacceptable degree of internal consistency. The alpha coefficients for the Franz and Dembo solution were as follows: Noxity, .68; Eucity, .64; and Complexity, .64. Two additional studies of internal consistency were conducted using the AC intern posttest TWLI scores and a sample of TWLI scores provided by experienced teachers. Both applications of the alpha procedure resulted in higher coefficients, suggesting acceptable internal consistency. The alpha coefficients for the AC intern posttest data were as follows: Noxity, .87; Eucity, .77; and Complexity, .82. The alpha coefficients for the experienced teachers (n = 72) were as follows: Noxity, .76; Eucity, .71; and Complexity, .70. The logical groupings used by Franz and Dembo were used to form the TWLI subscales in the evaluation of the AC program.

Teacher Concerns Checklist

The TCC was developed by Borich and Fuller (1975) to measure the concerns of teachers about teaching. The concerns are based on Fuller's (1969) theory which describes the concerns of teachers beginning with self-protection and consolidation (Self) and shifting to concerns about their jobs (Task) and eventually to their impact upon students (Impact). Hughes and Hukill (1982) reported good internal consistency for the subscales with alpha coefficients of .86 (Self), .79 (Task), and .91 (Impact). The test-retest reliability is also favorable for a one-week interval: .87 (Self), .80 (Task), and .77 (Impact).

The TCC consists of 56 items with the number of items within a subscale varying greatly: Self, 20 items; Task, 7 items; and Impact, 29 items. Each item is rated on a five-point scale from "not concerned" (1 point) to "extremely concerned" (5 points). The instructions define concern by stating, "You are concerned about it if you often think about it and would like to do something about it." Alpha coefficients were computed using the AC intern pretest data and the results suggest good internal consistency for each of the subscales: Self, .89; Task, .81; and Impact, .93. The intercorrelations between subscales were rather high, questioning the independence of the three factors: Self and Task, .70; Self and Impact, .65; and Task and Impact, .45. Similar intercorrelations were reported by Hughes and Hukill (1982): Self and Task, .53; Self and Impact, .72; and Task and Impact, .54.

Survey of Mainstreaming Opinions

Developed by Larrivee and Cook (1979), the SMO consists of 30 items rated on a five-point scale from "strongly agree" (1 point) to "strongly disagree" (5 points). The scoring for twelve of the items is reversed and the higher the score, the more positive the attitude toward mainstreaming. Larrivee and Cook studied the responses of 941 teachers and reported that positive attitudes were related to teachers' perceived level of success with special-needs students (r = .36), availability of supportive services (r = .27), and level of administrative support (r = .25). Attitudes toward mainstreaming were less positive as the grade level increased, with the attitudes of junior high school

teachers the least positive. The internal consistency was estimated by the split-half method (Spearman-Brown), and the coefficient was .92.

The alpha coefficient for the AC intern pretest data was .88, suggesting good internal consistency. The pretest mean for the AC interns was 106.72 (SD = 11.51). The AC interns were quite positive about mainstreaming prior to being assigned to schools, according to comparisons with mean scores from the Larrivee and Cook (1979) data: kindergarten, 98.28 (SD = 12.83); 1-3 grades, 90.07 (SD = 18.32); 4-6 grades, 93.90 (SD = 17.05); 7-9 grades, 86.57 (SD 16.74); and 10-12 grades, 89.05 (SD = 16.80).

Reasons for Choosing Teaching as a Career

Most of the items on the questionnaire used to assess the reasons for choosing teaching as a career were taken from the research reported by Book, Freeman, and Brousseau (1985). The 13 items were rated by AC interns and FYTs on a four-point scale according to the degree of agreement with the stated reason as a motive for entering teaching (1 = "no agreement" to 4 = "very much agreement").

Organizational Climate Description Questionnaire

The OCDQ was developed by Halpin (1966) to assess the "personality" of elementary schools by administering it to the school staff. The OCDQ contains 64 items rated on a four-point scale according to the degree of the occurrence of the item at their particular school (1 = "rarely occurs" to 4 = "very

frequently occurs"). The 64 items are grouped under 8 subscales, 4 relating to incidents involving teachers and 4 involving the principal. Various profiles are interpreted by Halpin as representing one of six climates in the school: Open, Autonomous, Controlled, Familiar, Paternal, or Closed. For the purposes of the AC program evaluation it was not practical to ask all the school personnel where the AC interns and FYTs were assigned to complete the OCDQ. However, each group of participants (interns and FYTs) did complete the questionnaire, and the responses are used to estimate their perceptions of teaching conditions at their assigned schools.

In order to use the most parsimonious description of school climate possible, the three-factor solution reported by Halpin (1966) was used to form three scales. The first, the Social Needs Factor, is comprised of the items grouped under Intimacy and Consideration (13 items). It is followed by the Esprit Factor, which is made up of 35 items from Disengagement, Hindrance, Esprit, and Thrust. Third, the Social Control Factor is comprised of Aloofness and Production Emphasis (16 items).

The OCDQ may not be appropriate to assess the climate of large, urban, secondary schools (Carver & Sergiovanni, 1969). A revision of the OCDQ for secondary schools (OCDQ-RS) is being developed, and the available results suggest support for the construct validity of the instrument (Kottkamp & Mulhern, 1987). Unfortunately, the OCDQ-RS was not available at the time data were being collected for the AC program evaluation. In spite of the limitations of the OCDQ, it was decided to include the

instrument in the analysis since it has been used in several studies of variables associated with school climate (Hoy & Miskel, 1982).

Alpha coefficients for the three OCDQ subscales using the AC intern responses were as follow: Social Needs, .69; Esprit, .88; and Social Control, .38. The responses from a sample of 72 experienced teachers yielded the following alpha coefficients: Social Needs, .72; Esprit, .85; and Social Control, .66. Due to the low internal consistencies on the Social Control factor, only the first two factors are used in the comparison of AC interns and FYTs.

Teacher Expectation Scale

Most of the items on the TES were taken from the Student Teacher Expectation Scale developed by Hughes and Hukill (1982). Some of the items were modified to more closely match the characteristics of the AC program. Hughes and Hukill developed the items by analyzing the content of initial interviews with student teachers, cooperating teachers, and university supervisors. The TES contains 24 expectancy items. The first six items are rated on a five-point scale according to the experience being "much more" (1 point) to "much less" (5 points) than expected. The next five items are rated on a five-point scale with the expectancy varying between "much better" than expected (1 point) to "worse" than expected (5 points). The last 13 items were related to the time expected to be spent in various activities. Each item was rated on a five-point scale with 1 = "much more" time and 5 = "much less" time spent than expected.

Other items unrelated to expectations were included on the TES. These 12 items provided the AC intern the opportunity to rate the value of various aspects of training experiences by rating them on a five-point scale ranging from "very valuable" (1 point) to "not valuable" (5 points). The last section of the TES contained questions concerning how long the intern or FYT planned to remain in teaching and possible reasons for leaving teaching. The 12 value-of-training items are analyzed (see pp. 60-73) under Reactions to the Alternative Certification Program, but the two longevity items are included in the comparison of AC interns and FYTs.

Socioeconomic Status

The comparison of the AC interns and FYTs according to the SES of their assigned school was made by listing each school according to the "deprivation index" developed by the DISD. The deprivation index is actually the percentage of students receiving free or partial support for lunch.

Outcomes

The outcome measures were used to evaluate intern performance, to predict interns' success, and to gauge reactions to the AC program. The performance measures included the Texas Teacher Appraisal System (TTAS), a state-mandated examination over knowledge of subject matter in a teaching field leading to a specific teaching certificate (ExCET), ratings by principals, supervising teachers, and teacher advisors, a Teacher Advisor Comparison Rating Form (TACRF), and DISD personnel committee

recommendations. These performance measures also constituted the majority of success criteria for the prediction study, with the predictors including AC intern demographic characteristics and pretest measures of attitude and personality characteristics. The reactions to the program were assessed by analyzing the daily records kept by the interns during their first 3 to 4 months of training, the interns' ratings of the value of various aspects of training, and the teacher advisors' ratings of program recommendations and conditions influencing AC intern success.

Texas Teacher Appraisal System

The TTAS is a state-mandated system for judging and quantifying teacher performance based upon ratings made by two trained observers. As noted by Dr. William Kirby (Texas Education Agency, 1986c), Commissioner of Education, Texas Education Agency, "This system is aimed at providing fair and consistent evaluations for teachers across the state" (p. 1). Implemented for the first time in Texas public schools during the 1986-87 school year, the TTAS consists of statements of standards (indicators) organized under five major areas (domains): Instructional Strategies, Classroom Management and Organization, Presentation of Subject Matter, Learning Environment, and Growth and Responsibilities. Each AC intern was observed and rated four times during the school year, twice by the principal or supervisor, and twice by another trained appraiser. Each observation was 45 minutes. The intern received credit within each domain by either meeting or exceeding the standard

expectation. The principal's ratings carry 60 percent of the weight on each of the five domains. A score was calculated to provide a numerical index (ranging from approximately 0.5 to 5.5), and the numerical score was used to provide an overall rating: Unsatisfactory, Below Expectation, Satisfactory, Exceptional, or Clearly Outstanding. If any single domain is rated "Unsatisfactory," the overall rating is "Unsatisfactory" (Texas Education Agency, 1986c).

Teacher Advisor Comparison Rating Form

The TACRF was devised to assess the job performance of the AC interns by comparing the interns to the average first-year teacher (FYT). The teacher advisor is actually in an excellent position to make judgments about the performance of the interns and FYTs since their caseloads comprise both groups. Their role includes the provision of assistance to both groups in order to facilitate the induction process.

The 20 teacher advisors rated the interns assigned to them using the TACRF. The instrument contains 50 items rated on a five-point scale ranging from "very inferior" (1 point) to "very superior" (5 points) compared to the "average" first year teacher. The total possible score is 250 and the higher the score, the more favorable the ratings. One overall, global rating is also included in the instrument. The global rating states, "Considering total effectiveness in guiding pupil growth, I believe this intern, when compared to the average first-year teacher, is: (a) poor, inadequate, way below the average first

year teacher; (b) somewhat below average compared to the average first year teacher; (c) adequate, as good as the average first year teacher; (d) above average, good; or (e) excellent, very adequate, way above the average first year teacher." The last part of the instrument contains a list of statements regarding various situations or conditions which may have influenced the intern's effectiveness as a teacher. Each was rated as "present," "not present," or "undecided." The ratings of performance "enablers" provide additional information concerning external events which may have influenced teaching performance.

The 50 items in the first part of the TACRF were developed by surveying similar instruments (Hughes & Hukill, 1982; Pigge, 1984) and studying descriptions of intern performance by the teacher advisors. The list of 22 "enablers" was developed following a meeting with the teacher advisors in late February. During the meeting, the teacher advisors "brain stormed" events which they believed had positively or negatively influenced intern performance. The events were listed in positive form, and in late April the teacher advisors rated the presence or absence of enablers for each of the interns assigned them. Thus, the TACRF consists of 50 performance items, 1 global performance item, and 22 enabler items. The three parts were analyzed separately.

ExCET

Another recent requirement in Texas has resulted in an exam which must be passed if teachers are to receive a teaching certificate. Most of the interns took the ExCET in February,

1987, although nine did not due to confusion concerning the registration forms and deadline. Some took the ExCET in more than one area; for example, in both General Elementary and Bilingual Education. One intern took the ExCET in three areas: Physical Science, Physics, and Biology. A few interns did not reach the mandatory cutoff score for passing the exam. To be recommended for certification, the intern has to pass at least one of the ExCET exams. Thus, those who missed the exam in February and those who did not pass at least one exam must take the ExCET in June or July, 1987. Unfortunately, the results of the summer testing are not presently available. The ExCET results which are available, however, provide another type of performance measure for the AC interns.

Surveys: Principals, Supervising Teachers, and Teacher Advisors

Principals, supervising teachers, and teacher advisors rated the interns' performance at school by completing questionnaires developed and distributed by the teacher advisors. The Principals' Survey (PS) consisted of three parts: Instruction/Classroom Environment (7 items), Dependability/ Reliability (2 items), and Meets Employability Standards (6 items).

The items for the Supervising Teachers' Survey (STS) were the same seven items in the PS grouped under Instruction/Classroom Environment. The Teacher Advisor Survey (TAS) also contained the same seven items (Instruction/Classroom Environment) plus five items common to the last part of the PS,

Meets Employability Standards. Thus, the principals rated the interns on 15 items, the supervising teachers rated 7 items, and the teacher advisors rated 12 items. The ratings were made for each item using a five-point scale ranging from "Unsatisfactory" (1 point) to "Excellent" (5 points). The total possible scores were: PS, 75; STS, 35; and TAS, 60. The higher the score, the more favorable the performance rating.

DISD Personnel Committee Recommendations

A DISD personnel committee met in late May to review the information regarding the progress of the interns and to make one of four recommendations: (a) recommend for certification; (b) recommend additional semester/year of internship; (c) deny recommendation for certification; or (d) recommend certification pending clearance of deficiencies. Information considered by the DISD committee included performance ratings by principals, supervising teachers, and teacher advisors; ExCET scores; TTAS ratings; and deficiencies in university course requirements.

Different Situations Adaptation Scale

The DSAS supports to measure flexibility, the capacity to change and to tolerate differences in interpersonal situations (Hughes, Griffin, & Defino, 1982). The DSAS was developed by expanding the items of the Rehfish Rigidity Scale (Rehfish, 1958), placing them into a Likert-response format, and performing an item analysis. The resulting scale consists of 17 items. Good internal consistency is evident with a reported .89 alpha coefficient. The authors used a six-point scale for each item,

with the rater identifying the degree to which stated behavior is similar to them (1 = "Very dissimilar to me;" 6 = "Very similar to me"). The DSAS items in the AC program evaluation were placed on a four-point scale with the interns rating items by marking them as "Extremely unlike me" (1 point) to "Extremely like me" (4 points). The alpha coefficient for the 110 AC interns' responses to the DSAS was .70. The scoring was reversed for "rigidity" items so that higher scores reflect greater flexibility.

Empathy Construct Rating Scale

The ECRS was used to assess "empathic sensitivity" of the AC interns. Originally, the ECRS was an 84-item scale (La Monica, 1981), but Hughes and Hukill (1982) formed a shorter version containing 23 items. The short form had an alpha coefficient of .87. Hughes and Hukill reported significant relationships between the ECRS short form and the James Internal-External Locus of Control Short Form (r = .25), DSAS (r = .39), and Self-Perception Inventory (r = .44).

The 23-item form of the ECRS used a six-point rating scale but only four-point rating scale was used in the AC program evaluation, ranging from "Extremely unlike me" (1 point) to "Extremely like me" (4 points). The scoring on some items was reversed, resulting in higher scores reflecting greater empathy. An alpha coefficient of .89 was obtained for the responses given by 109 AC interns.

James Internal-External Locus of Control Scale: Short Form (LOC)

The LOC Scale was developed by Robinson and Shaver (1973) to

measure the degree to which individuals believe that their lives are within their own control (Rotter, 1966). Robinson and Shaver reported a significant relationship between the LOC Scale and Rotter IE Scale (r = .64), split-half reliabilities from .84 to .96, and three months to one year test-retest reliabilities ranged from .71 to .86.

The LOC Scale consists of 11 items rated on a four-point scale from "Strongly agree" (1 point) to "Strongly disagree" (4 points). The higher the score, the greater the internal control. The alpha coefficient for the 107 AC interns was .78.

Self-Perception Inventory: Teacher Form

The SPI is a measure of the awareness of self-esteem as a teacher. Developed by Soares and Soares (1980), the SPI consists of a set of 36 bipolar adjectives rated on a four-point scale. The higher the score, the more positive the self-esteem. Test-retest reliability for a 4-week interval is reported to be .89. Soares and Soares cite significant relationships between the SPI and internship competence (r = .37) and ratings of on-the-job success (r = .38). Griffin et. al. (1982) reported an alpha coefficient of .91 for the SPI. The responses of the 109 AC interns yielded an alpha coefficient of .92.

Teacher Advisor Program Recommendations

Interviews with teacher advisors resulted in the development of a list of possible program recommendations. The recommendations were listed as 31 items in an instrument referred to as the Teacher Advisor Program Recommendations form (TAPR).

Each teacher advisor rated his or her agreement with the recommendations using a five-point scale ranging from "Strongly disagree" (1 point) to "Strongly agree" (5 points).

APPENDIX B

ANALYSIS OF DAILY RECORDS OF AC INTERNS

The statements from the journals were sorted into six categories: positive, negative, peers, teachers, supervising teachers, and teacher advisors and program administrators. The positive and negative statements were further subdivided into training, field experiences, and general comments about the AC program. The positive and negative statements of elementary-assigned and secondary-assigned interns were separated to assist in a comparison of the two groups.

Secondary Interns: Positive Training Experiences. The interns described the various presenters and instructors in very favorable terms. Some examples are: dynamic person; knows his/her stuff; very inspiring; very interesting; informative; "definitely among the great teachers I've known"; good presenter; exciting; fascinating; innovative; an inspiration; uplifting; encouraging; enthusiastic; pertinent; practical; intriguing; and delightful.

Several statements indicated a positive appraisal of training activities. They included the following: lectures; small group experiences; meeting with content director; Lincoln ESL staff; writing skills; reading instruction; Environmental and Living Materials Center; Madeline Hunter paper; interacting with other interns in small groups; viewing video tapes; talk on achievement by motivated disadvantaged students; ESL training; meeting with project director; hands-on practice; speakers on

sensitivity to students; handouts and materials; and opportunities to share experiences with other interns.

Secondary Interns: Positive Field Experiences. Some statements suggested a positive appraisal of field experiences. They included the following: excited seeing students' faces; fun teaching students; being at school; being in the classroom; working with students; observing other teachers; teaching self-planned lessons; and creating mini-lessons in Spanish.

Secondary Interns: Positive General Statements. There were several positive statements regarding the general program. Many of them included evaluative words such as: exciting; practical; informative; super; impressive; warmth; enthusiastic; camaraderie and friendship; wonderful; and pride. Selected quotes illustrate the positive attitude held by many of the secondary-assigned Interns:

> This program is an answer to my prayers.
>
> There is nobody here who wanted to be in this program more than I did.
>
> I am definitely glad to be here.
>
> I have never been received with so much warmth.
>
> I am excited to be a part of this program.
>
> I am proud to one of "us."
>
> This has been a wonderful experience for me.
>
> For your first effort, your staff should get an A+.

Secondary Interns: Negative Training Experiences. Several of the journal statements by secondary-assigned interns concerning training experiences were judged to be negative. The

statements included the following: unnecessary repetition of information; lack of time to complete projects; due dates for assignments unrealistic; poor explanation of material; unclear assignments; lecturers reading to interns; some assignments were "busywork"; lectures more applicable for elementary teachers; need more information concerning the disciplining of high school students; content directors unprepared; information on evaluating students was insufficient for high school teachers; need more practice and less "sharing," less lecture and more practice needed; too much repetition of the Six-Steps; "what we're being told to do is not being done to us"; "kiddie" games and songs; speakers making spelling mistakes and using incorrect grammar; boring speakers; not enough attention to small group activities; and reading instruction did not include examples for math teachers.

Secondary Interns: Negative Field Experiences. The secondary-assigned interns also gave negative statements concerning field experiences. Negative statements included the following: apprehension about being in classroom; changes in school assignments; confusion at the school; lack of acceptance as a contributing member of the educational team; being a "gofer" at school; a general lack of respect and courtesy shown by students; needed more time with math staff; needed more time for lesson planning; no supervising teacher at school; remaining unassigned to a school; no opportunity to observe in a secondary school; wanted ESL but assigned to "straight" language arts; teaching the other teacher's lessons but without a plan; watching

the substitute bore the students; and limited supply of materials at school.

Secondary Interns: Negative General Statements. Negative statements concerning the general program most often involved an expression of frustration due to having to travel from an assigned school to the Nolan Estes Plaza for training sessions. Other statements included the following: having to leave other interns after training at Plaza; mixed feelings about leaving other job on short notice; feeling overwhelmed; feeling confused, overloaded, under a lot of pressure, burned-out, fatigued, and exhausted.

Elementary Interns: Positive Training Experiences. Similar to the other interns, the elementary-assigned interns also described the presenters in glowing terms. Examples of positive descriptions are: informative and interesting; very exciting; excellent; much practical information was given; helpful; incredible lecturer; material well presented; speakers were dynamic, energetic, unique; use of a pretest helped show what knowledge was needed; speaker was enlightening; comprehensive, well-prepared lecture; speakers were fabulous, absolutely splendid; instructors were great, wonderful, amazing; provided what we need; high-energy speakers; classes were exciting; and super.

Many training activities were listed in positive fashion. They included the following: ESL strategies; Ethna Reed strategy; Bloom's taxonomy; meeting with other beginning teachers at the new teacher orientation (NTO) session; small group

experiences; workshop on sensitivity to students; classnotes and handouts very helpful during field experience; content directors very helpful; Six-Steps; specialized sessions on how to teach; videotapes; how to make bulletin boards; closure technique; information on discipline management; multicultural education; technique for teaching reading; and cultural day was very well organized.

Elementary Interns: Positive Field Experiences. Interns included several positive statements concerning their field experiences. Some of the comments were as follows: observing in the schools was helpful; reading to first graders was a "real thrill"; the kids were great; very excited about teaching; no crying kids (at school) today; the first day to be all day in the classroom was wonderful; positive reinforcement is working with kids; desire to be the teacher as soon as possible; pleased with the school, mentor, principal, staff, and other interns; learning a lot watching the supervising teacher; enjoying reading to children and seeing methods in practice; and learning from mentor.

Elementary Interns: Positive General Statements. Positive words were often used by the interns to refer to the general program. Some included the words excellent, exciting, and enjoyment. Brief comments were as follows: learning a lot; exciting experience; learning about teaching; having a sense of self improvement; and excellent, well-conceived program. The positive attitudes of the elementary-assigned Interns concerning the AC program is further illustrated by the following quotes:

I feel very lucky to have been given the opportunity to become a teacher.

It (the program) provided a great deal of information and training in light of its duration.

I never dreamed in all my light years of college, that teaching would be the profession I truly love.

I'm looking forward to my new career (in teaching).

I greatly appreciate the effort made in this program.

I believe the AC program is going to be a success, especially if all the wonderful people in the groups are any indication of the outcome.

I am very proud to belong to the AC group and program.

I really enjoy teaching.

I feel glad to be a teacher.

Elementary Interns: Negative Training Experiences. Negative statements concerning training were also reviewed. The elementary-assigned interns gave some of the following criticisms: the NTO was repetitious; listening to some of the teachers at the NTO raised serious doubts about the ability to teach; too much time spent on ESL for those not in ESL; dismissed late from class; too much repetition of information from one speaker to another; not enough information on child development; some lectures boring and lacked thoroughness and depth; interns not treated with consideration and respect; needed more time observing in classrooms rather than sitting in lectures; can't keep up with reading assignments; course assignments lack clarity; assignment due dates not staggered; too many assignments; too much information presented; not enough time given to question, complete assignments; too much overlap of

information from one presentation to the next; some speakers couldn't answer questions on the topic; need more time to practice techniques; torn between doing assignments for course and preparing for teaching class; substandard work being turned in because of time frame; confusion concerning journal assignment; cannot do all the work and handle all the material; having to register for courses; finding out more coursework was required; and having to complete all the assignments for a course even though the course is not being taken for credit.

Elementary Interns: Negative Field Experiences. Negative statements by elementary-assigned interns reflected a variety of concerns. Some of the comments were as follows: planned for one type of school assignment and was assigned to teach a different level; changed from one school assignment to another after class began; not being acclimated to new school; having to act like school placement was permanent so the students would not know it was temporary; more time needed in the classroom; frightened by angry teachers...ones who seem to hate teaching; receiving "cut and dried" approach by supervising teacher; not being able to make slow child understand...wanted to cry; bored by teaching at a lower level than expected; negative publicity about AC program among board members changed school assignments; confusion due to school being under construction; feeling really overwhelmed and tired; being scared and feeling very alone; being placed in classroom with 30 future students along with supervising teacher and another 30 students; mentor disorganized and inconsistent; frustrated by not knowing everything I was supposed to know

(i.e., about cumulative folders); and "...having to send out grades for the first six weeks when I wasn't even here and the substitute left no records."

Elementary Intern: Negative General Statements. Similar to the secondary-assigned interns, the elementary-assigned interns gave several negative statements about having to travel from their assigned school to the Nolan Estes Plaza for training sessions. There were quite a few general comments about feeling overwhelmed, stressed, and worn out.

Peers. Some of the interns gave statements concerning their positive experiences with other interns. The value of friendships among interns was stressed. There were statements suggesting that some interns appreciated the experience of belonging to a group which was positive, motivated, enthusiastic, and friendly.

Teachers. Most of the statements about other teachers and school administrators were positive. They were described as kind and friendly, receptive and supportive. An example of a positive statement was "...the teachers here are extremely kind and generous...they have been pulling stuff from their own classrooms to help." However, some interns felt the teachers did not accept them. It was mentioned that some teachers were not in favor of the AC program, and they expressed the belief that "the AC certificate would not hold up." Some initial negative response to the interns by teachers appeared to based on a lack of information concerning the AC requirements. For example, some teachers apparently believed that the interns did not have to

take the ExCET.

Supervising Teachers. Twenty-two interns wrote about their experiences with their supervising teachers. Only four gave negative accounts, and these statements suggested that the supervising teachers may have had either a lack of information or an initial negative bias against the AC program. The positive statements suggested that the supervising teachers were perceived as master teachers who worked hard to help the interns develop competencies. Some quotes are:

> She is generous with hints and ideas.
>
> She is very helpful...I am getting some valuable information from her..she is teaching me a lot.
>
> I feel fortunate to be able to work in her classroom.
>
> She quickly set me at ease...she was on task.
>
> She is full of good suggestions...I'll miss it (this class) when I get a new assignment.
>
> He is an outstanding teacher...tremendous model...I am learning enormously from observing him.
>
> I am fortunate to be trained by her...she expects all her students to pass.
>
> She has control over her classroom...she loves her profession and the children.

Teacher Advisors and Program Administrators. Almost one-half (42 percent) of the interns wrote specifically about their experiences with the teacher advisors and program administrators. According to the analysis of material in the journals, the teachers advisors were among the most positive influences. They provided emotional support and promoted positive attitudes. The program director was also specifically cited as resourceful, and

supportive. Some quotes follow:

> ...(she is a) real friend...someone who can help out no matter what.
>
> If any of them (TAs) ever got the bright idea to teach education at the college level, there would likely be a major upswing in the competence and professionalism of new teachers coming out of the universities.
>
> ...(they are) helpful, caring and wonderful people.
>
> ...(they have) positive and highly energetic attitudes...uplifting and always there to help.
>
> They work so hard...their dedication and availability is inspiring...(they are) interested in our preparation for the classroom.
>
> I have never met a group of more enthusiastic and dedicated people...they are excited about the program and that excitement is contagious...(they are) very good role models.